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A Technical Report

ANNOTATED BIBLIOGRAPHY of EDUCATION HISTORY in BRITISH COLUMBIA

Compiled and Annotated by
Valerie M.E. Giles

for the
British Columbia Education History Project

ROYAL BRITISH COLUMBIA MUSEUM

Ministry of Tourism and
Ministry Responsible for Culture

in association with
Ministry of Education and
Ministry Responsible for
Multiculturalism and Human Rights

Province of British Columbia

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Foreword

This bibliography was undertaken to support the British Columbia Education History Project. The Project's goals include encouragement of local and regional initiatives in preserving school heritage, as well as the development of a provincial collection and a research network. We hope that community historians will find material relevant to their project more readily, and will be able to place individual teachers, schools or school districts in a wider historical context.

Periodic updating is anticipated. Authors and others who wish to submit amendments or additional entries are welcome to write:

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The original mandate for the Royal B.C. Museum's collection was that it should reflect the provincial aspects of education, both public and private, and developments in society's attitude towards schools and children. An Inventory Project is under way in three school districts to salvage artifacts and records that might be destroyed in the next few years, and to develop collections without duplication of effort.

Accordingly, this bibliography has been constructed using sources that describe the physical setting in which schooling took place, the social environment and prevailing notions about the conduct of schooling and the perspectives of the participants - the teachers, the students and other community members. Whereas academic literature provided most of the sources, less formal material also is listed: popular publications, pamphlets, community histories and histories of schools.

The bibliography is presented in three sections:

Books (including pamphlets)

Theses (including some Master of Education major papers)

Articles

In turn, when it was possible to do so, these sources have been sorted into the following time frames:

The Colonial Period: 1849 to 1871
The Late 19th Century and Early 20th Century: 1872 to 1918
The Interwar Years: 1919 to 1939
The Forties and Fifties: 1940 to 1959
The Sixties to the Present: 1960 to 1989

Shirley Cuthbertson
History Curator
Royal British Columbia Museum

BOOKS

General

ASHWORTH, Mary. *The Forces Which Shaped Them: A History of the Education of Minority Group Children in British Columbia.* Vancouver: New Star Books, 1979. [UBC: LC 3734.2 B7 A85]

An examination of the relationship between five minority groups in British Columbia and the province's education system. Portrays attempts to assimilate Doukhobor and Native Indian children and to keep separate those of Chinese, Japanese and East Indian heritage. The book views history from the perspecitve of the school bureaucracy.

BARMAN, Jean. *Growing Up British In British Columbia: Boys in Private School.* Vancouver: University of British Columbia Press, 1984. [UBC: LC 51.2 B7 B34]

This book studies the transfer of the ideals and practices of class-based private education in late-Victorian Britain to British Columbia in the first half of the 20th century. Initially, children of immigrant families predominated. In the 1920s, children of Canadian-born families began to attend in larger numbers. Interesting glimpses are provided of daily life at private schools.

BARR, Helen Irene (compiler). *Early Education in West Vancouver 1911 - 1981: The First Seventy Years.* West Vancouver: West Vancouver School Board, 1981. [Provincial Archives File: NWp 971.1Wv B268] [UBC: LA 419 W38 B37]

Published in honour of West Vancouver's 70th year as a municipality, the book highlights local place names and names of early teachers and administrators and includes a description of the hiring of the first teacher who began work in a tent on 1 October 1911. It is not intended as a complete listing of those who taught in West Vancouver.

BECKWITH, Margaret Alice. *The Craigflower Schoolhouse.* Victoria: Board of Trustees of the Old Craigflower Schoolhouse, 1958. [Provincial Archives File: NWp 971.58 B397c]

Sketches of the arrival of the founders who came from Britain and laid the foundations for Craigflower School, which celebrated its 100th birthday in 1955. Contains photographs of the building dating from 1860, and of classes and of the settlement in the 1880s. Canada's first PTA was organized at Craigflower in 1915. A complete list of teachers is included from Charles Clarke in 1855 through to N. M. McKillican and J.M.H. Harding in 1912. Includes details from an 1864 attendance roster.

BELL-IRVING, Elizabeth. *Crofton House — The First 90 Years 1898-1988.* Vancouver: Crofton House School, 1988. [UBC: HR LE 4 V3 B44]

The book is based on memories of staff and students, the school publication, The Croftonian (dating from 1913), and school archival material. The impact on the school of the Edwardian era, wars and the Depression and the upheaval of youth in the '60s are included to show how the school survived economic and social trends. School traditions, studies, sports, songs, prayers and even favourite foods and pets are all included with remembrances of the headmistresses, teachers and school staff.

BRITISH COLUMBIA. Department of Education. *Public Schools of the Province of British Columbia: Special Historical Supplement to the One Hundredth Annual Report, 1970-71.* Victoria: Queen's Printer, 1972.

This supplement contains photographs of early schools, portraits of premiers and ministers, lists of officials and historical accounts of special events spanning the century.

CANADA. *A Century of Education in British Columbia: Statistical Perspectives 1871-1971.* Ottawa: Information Canada, 1971. [Provincial Archives File: NW 370.9711 C212c]

Statistical profiles and an analysis of educational finance, the teaching corps and enrolment patterns are presented. An introductory chapter highlights educational changes from Confederation to reorganization of the provincial education department in 1971.

CENTRAL JUNIOR HIGH SCHOOL. *Central Junior High School 1875-1954.* Victoria: Central Junior High School, 1954. [Provincial Archives File:NWp 971.58 C397]

A souvenir booklet dedicated to all the schools which had as their origin the site occupied by Central Junior High School, which itself was opened under that name in September 1937. Recollections of former student Herbert Kent, who attended in the late 1870s, are presented in short essay form. Interviews with former students present a collage of quaint memories.

COCKING, Clive, ed. *Fond Memories: Recollections of Britannia High School's First 75 Years, 1908-1983.* Vancouver: Britannia High School Diamond Jubilee Reunion Committee, Broadway Printers, 1983.
[UBC: LA 419 V2 F66 1983]

The editor notes in his introduction that, during its early period, the school resembled an English school in the classical tradition. Other recollections from former students illustrate the school's ability to adapt and change with the times. Descriptions of teachers and occasions involving them are offered, along with photographs of former students who went on to illustrious careers. Former B.C. Supreme Court Judge Angelo Branca, former Premier Dave Barrett, former Education Minister and B.C. Hydro Chairman Robert Bonner and a host of others in the entertainment and sports fields are featured.

COMOX VALLEY SCHOOLS. *For Our Children: A History of Comox Valley Schools 1870-1980.* Comox: Comox School Board, 1980. [Provincial Archives File: NW 371.009711 F 692]

This typewritten book is a compilation of histories of district schools. Photographs, anecdotes and report cards provide a richly detailed history of former pupils and teachers. Extensive staff and class lists are provided.

COTTINGHAM, Mollie Esther. *A Century of Public Education in British Columbia.* Paper given at the first annual meeting of the Canadian College of Teachers. Vancouver: British Columbia Teachers' Federation, 1958. [Provincial Archives File: NWp 971.58 C848c] [UBC: LA 418 B7 C68]

This freewheeling presentation touches on education in the colonies, the first school on the mainland at New Westminster, the Public Schools Act of 1872, the first school boards and local responsibility, early high school education, the establishment of normal schools, impact of the Putman-Weir Report of 1925 and with it the introduction of junior high schools, experiments in consolidation, the Cameron Report of 1945, the results of consolidation from 1946 to 1956, the inspector's changing role and attempts to improve the status of teachers.

CRAIGFLOWER SCHOOL. *Craigflower School, 1855-1955.* Victoria: Craigflower School, 1955. [Provincial Archives File: NW 971.58 C886c]

This publication is a centennial tribute with formal greetings from Premier W.A.C. Bennett and a message from school principal Malcolm Dunnett. A detailed description of the early days covers construction of the building and operation of the school. The structure was declared a museum in 1927 and the original building now houses artifacts of the era. The booklet includes the centennial celebration program, followed by individual photographs of the graduating class of 1955. Names of students in the other grades that year are listed.

DEPARTMENT OF EDUCATION. *Teaching Program for the Centennial: British Columbia 1858-1958.* Victoria: Queen's Printer, 1957. [Provincial Archives File: NWp 971K B862t]

This publication states objectives for teaching children about significant developments in the province's first century and for imparting an appreciation of the achievements of British Columbians.

DOWN, Edith Emily. *St. Ann's: Mid Twin Rivers and Hills, 1880-1980.* Kamloops: Noran Printing, 1979. [Provincial Archives File: NW 282.711 D748] [UBC: LE 5 K3 D69]

This is a pamphlet commemorating the first century of St. Ann's school at Kamloops. It gives a brief, historical account of the school's beginnings with photographs of early staff and students.

DOWN, Mary Margaret, Sister. *A Century of Service, 1858-1958: A History of the Sisters of Saint Ann and Their Contribution to Education in British Columbia, the Yukon and Alaska.* Victoria: Morriss Printing Company, 1966. [Provincial Archives File: NW 282 D748]

This records the work begun by four pioneer nuns who established Roman Catholic education west of the Rockies. Within the context of B.C. history, this account acknowledges the sisterhood's contribution to the social and economic development of settlements where they went to nurse and to teach. Biographical sketches are provided of the pioneers. The history is related by decades up to 1900. The final chapter brings the story up to 1958.

GOSBEE, Chuck and Leslie Dyson (eds.). *"Glancing Back": Reflections and Anecdotes on the History of Vancouver's Public Schools.* Vancouver: Vancouver School Board, 1988. [Provincial Archives File: NW 371.00971 G545] [UBC: LA 419 V3 G43]

Photographs and personal vignettes of Vancouver public schools since 1872, with strong emphasis on school life and classroom experiences. Contains bibliography.

HARKER, Douglas E. *Saints: The Story of St. George's School for Boys, Vancouver.* Vancouver: Mitchell Press, 1979. [UBC: LE 5 V3 H37]

From his perspective as headmaster from 1963 to 1971, and his family's association with the school for 40 years, the author relates events in the development of Vancouver's largest private boys school (established in 1931). He attributes the school's survival to loyal patron support and a willingness to adapt to changing times.

HOWAY, F.W. and Ethelbert Olaf Stuart Scholefield. *British Columbia From the Earliest Times to the Present Vol. II.* Vancouver: S.J. Clarke Publishing Company, 1914. [Provincial Archives File: NW 971k S 368b V. 1] [UBC: FC 3811 S364]

William Burns's chapter "The Education System of British Columbia" is included (begins on page 623).

INDEPENDENT SCHOOLS ASSOCIATION OF BRITISH COLUMBIA. *Minutes and Records.* [Provincial Archives File: ADD.MSS 1272]

The handwritten minutes of meetings from 1929 to 1968 concerning the formation and objectives of the association. It includes a copy of their brief to the Royal Commission on Education (Chant) in 1959. This submission was offered from the following schools: Athlone, Crofton House, Lion's Gate, Queen's Hall, St. George's, Vernon Preparatory School and York House. The seven schools set out their views on educational philosophy, curriculum, texts, school and department exams, discipline, facilities and school finance.

ISENOR, Dick; Margaret McGill; and Donna Watson, eds. *"For Our Children": A History of Comox Valley Schools [1870-1980].* Courtenay: School Board School District #71, 1980. [Provincial Archives File: NW371.009711 F692] [UBC: LA 419 C69 F67]

Historical commentary, photographs and reproductions of handwritten registers and documents for each of the district schools are arranged in this volume. It contains attendance data and lists of classes and teaching staff, enrolment tables and costs. Individual reports vary in content and format.

JOHNSON, Francis Henry. *A History of Public Education in British Columbia.* Vancouver: Publications Centre, University of British Columbia, 1964. [UBC: LA 418 B7 J6]

A detailed description of the progress of schooling from the colonial beginnings sponsored by the Hudson's Bay Company to the Chant Report recommendations of 1960. The book traces the effects of 19th-century attitudes on education, the struggle for free, non-sectarian schools and the impact of all major reports and commissions on the school system. Johnson revised this book and added manuscript material to include the period of NDP government. and retitled it "Development of Public and Higher Education in British Columbia 1849 to 1975". [A single copy is housed in the Special Collections Division, UBC Library: LA 418 B7 J59 1975]

JONES, David C.; Nancy M. Sheehan; and Robert M. Stamp, eds. *Shaping the Schools of the Canadian West.* Calgary: Detselig Enterprises Limited, 1979. [UBC: LA 411 S53]

Three chapters of this book are devoted to the British Columbia experience: Chapter 3, "The Ryersonian Influence on the Public School System of British Columbia" by F. Henry Johnson; Chapter 9, "The Strategy of Rural Enlightenment: Consolidation in Chilliwack, B.C. 1919-1920" by David C. Jones; and Chapter 10, "Creating Rural-Minded Teachers: The British Columbia Experience". Each is listed and described separately in the Articles section of this bibliography.

KILIAN, Crawford. *Exploring British Columbia's Past.* Vancouver: Douglas & McIntyre Ltd., 1983. [UBC: H 62 E98 V.3:1]

A textbook for children focusing on settlement patterns and changing communities. It presents histories of Victoria, Barkerville and Grand Forks from inception to the early 1980s. Photographs and sketches.

LIDSTONE, Ruby. *Schools of Enderby and District, 1896-1965.* Enderby: R.E. Lidstone, 1966. [Provincial Archives File: NW971.58 L715]

This publication gives details of school life from the opening of the first school in a log building on 8 May 1889 until the mid-1960s. It includes names of students who sat entrance exams, complete class lists by division and teacher, and operating costs. Reports from individual schools vary in content and emphasis.

MacDONALD, C.E. *Moments ... In the History of Jericho Hill School 1915 - 1967.* Vancouver: Jericho Hill School, 1969.
[UBC: LC 4234.3 V22 M322]

Introduced by a brief world history of education of the deaf and blind. This book concentrates on the development of the only school of its kind in British Columbia. Numerous photographs. A list of teachers and administrators is appended.

McDONALD, Robert A. J. and Jean Barman (eds.) *Vancouver Past: Essays in Social History. Centennial Issue of B.C. Studies,* Vancouver: University of British Columbia Press, 1986. [UBC: FC 3847.4 V353]

Neil Sutherland's chapter, "The Triumph of Formalism: Elementary Schooling in Vancouver from the 1920s to the 1960s", includes descriptions of clothing, deportment, teachers' lesson routines and learning styles, and the changes during the 40-year period.

McLARTY, Stanley D. *The Story of Strathcona School (1873-1961).* Vancouver: Strathcona School, 1961. [Provincial Archives File: NW 971.58 M161a] [UBC: LE 5 V3 M3]

The author was vice-principal of the school from 1958 to 1961. Strathcona School evolved from Vancouver's first schools — the Hastings Mill School (1873) and the Oppenheimer School, which replaced it in 1887. Originally called East School, Strathcona was established in 1891. Histories of the three schools are blended with events in Vancouver's growth from its incorporation on 6 April 1886. Details are given of daily school life such as the use of the strap for discipline and the measured clanging of steel triangles calling pupils for class. The book contains anecdotal descriptions of the various ethnic groups whose children attended, lists every teacher connected with the school and offers short biographical sketches of each principal.

QUEEN MARGARET'S SCHOOL. *Beyond All Dreams: A History of Queen Margaret's School, Duncan, British Columbia.* An Independent School For Girls. Duncan: New Rapier Press Ltd., 1975. [UBC: LE 4 D8 B49]

This account is based on the handwritten records and recollections of Miss Norah C. Denning, one of the co-founders and co-headmistresses of the school for 42 years. The history committee has expanded the story to include the lives of the founders and their successors, as well as staff members. Photographs of the original buildings, student poems and artwork are reproduced, along with a sample of the cheques used by the school's bank. A section describes the 50th-anniversary celebrations held in 1971.

RAVENHILL, Alice. *Memoirs of an Educational Pioneer.* Toronto: J.M. Dent and Sons (Canada) Ltd., 1951. [UBC: F5826.9 R28 M3]

Chapters 17 through 23 describe her life in Canada, her early days at Shawnigan Lake in 1911, her life in Victoria from 1919 to 1945 and her efforts to improve living conditions, training and education for native Indians. Ravenhill was the author of numerous bulletins published by the B.C. Department of Agriculture on household science and family life. In 1948, she was awarded an honorary Science Doctorate from UBC.

ROY, Patricia E. *A History of British Columbia: Selected Readings.* Toronto: Copp Clarke Pitman, 1989. [UBC: FC 3811 H58]

A special section of this book is devoted to the theme "Studying the Province Through Its Schools". It includes articles by three historians: Jean Barman, on the establishment of private boys schools based on the English model; Thomas Fleming, on the role of school inspectors and superintendents; and J. Donald Wilson, on teachers' rural schooling experience during the

1920s. Each of these is listed in the Articles section of this bibliography.

SCHOOL DISTRICT # 29 — LILLOOET. *Lillooet School District 1870-1970.* Lillooet: School District #29, 1970. [Provincial Archives File: NWp 971.88 B835e]

The booklet details the impact of the gold rush on the town and the ensuing demand for schools. A petition to the provincial government resulted in a school district being declared in 1870, which was finally established in 1872. A school opened in 1873 in a rented church building once a teacher could be found. Descriptions of the first school building — an adobe structure — and its legendary comfort and efficiency.

SHEEHAN, Nancy M., J. Donald Wilson and David C. Jones, eds. *Schools In the West.* Calgary: Detselig Enterprises Limited, 1986. [UBC: LA 411 S36]

Chapters written by various authors reflect historical events in schooling in the four western provinces. Four broad subjects are represented: curriculum, teachers, ethnicity/class and policy-making/legislation, covering the period from the late 19th century to the mid-1980s. Chapters concerning B.C. focus on early textbooks, the beginnings of normal schools, early educational structures, the changing role of superintendents and the events leading to government funding of independent schools in the province. These are also listed in the ARTICLES section of this bibliography.

SISTERS OF ST. ANN. *Saint Ann's Journal.* Victoria: Sisters of St. Ann, 1950. [UBC: HR LC 495 S57]

Produced for the Order's centennial in 1950. Contains descriptive paragraphs for each year. Photographs of clergy, staff, buildings and students are interspersed with advertisements from local supporting businesses. Includes reports from affiliated schools and St. Joseph's School of Nursing.

SMITH, D.J.S. *The Story of Education Finance in British Columbia.* Vancouver: BCTF, 1968. [UBC: LB 2891 B7 S65]

Sets out school conditions before the Cameron Report (1945), and after adoption of the report. Analyses a departure by the mid-1960s from Cameron Report principles. Deviations in social policy are chronicled.

SMITH, Peter Lawson. *Come Give a Cheer: One Hundred Years of Victoria High School, 1876-1976.* Victoria: Victoria High School Centennial Celebrations Committee, 1976. [UBC: LE 5 V4 S65]

The history of the school is set forth along with the growth of Victoria as a city. John Jessop opened the school August 7, 1876 in the old Colonial School House built in 1853. The school moved to a brick building in 1882, to the Fort Street site in 1902 and eventually to its present site in 1914. This account describes the careers of the school's principals, its affiliation with McGill University between 1902 and 1914, early teaching staff and longstanding school traditions. Photographs of staff, students and school activities.

SYMONS, Kyrle Charles. *That Amazing Institution: The Story of St. Michael's School,* Victoria, B.C. from 1910-1948. (n.p., 1948). [NW 971.58 S146s] [UBC: HR LE 5 V458]

A history of St. Michael's written by its founder. Originally a private tutor, Symons was able to start the school through a donation from Victoria architect F.M. Rattenbury who put up the cost of the original school building and a residence for Symons. The author describes other generous financial assistance received from many leading Victoria citizens and how the school fared during the Depression.

UNIVERSITY OF TORONTO. *The Canadian Historical Review. New Series of the Review of Historical Publications Relating to Canada.* Toronto: University of Toronto Press, 1948, Vol. XXIX. [Provincial Archives File: NW 906 C212 V. 29] [UBC: FC 1 C27]

This features "An Early Letter From Victoria, V.I." by George W. Spragge (page 54).

VANCOUVER BOARD OF SCHOOL TRUSTEES. *Educational Institutions of Vancouver, Their Progress from Incorporation up to the Present Time.* Vancouver: The Clarke & Stuart Co. Limited, 1910.

Most of the information is about the first decade of the 1900s. Teacher biographies are included.

VICTORIA HIGH SCHOOL. *75th Anniversary June 1 and 2, 1951.* Victoria: Victoria High School, 1951. [Provincial Archives File: NWp 971.58 V645s]

Provincial Librarian and Archivist, Willard E. Ireland, used recollections of former teachers to construct a historical profile of the school. Also, reminiscences of their years at the school are recorded by journalists Bruce Hutchison and Bill Walker.

VICTORIA HIGH SCHOOL. *1876-1976 Centennial Celebrations. Souvenir Programme.* Victoria: Victoria High School, 1976. [Provincial Archives File: NW 971.58 V646]

This program lists milestones in the school's history and includes reminiscences of show productions, sports events, and former teachers and administrators. Names of the top academic students are listed for each year from 1876 to 1975.

WAITES, Kenneth A., ed. *The First Fifty Years: Vancouver High Schools, 1890-1940.* Vancouver: Wrigley Printing Co., 1941. [Provincial Archives File: NW 971.58 W145] [UBC: LA 419 V2 W2]

A thorough history of the administrators, teachers and students supported with numerous photographs and details of events, it includes a section on sports history, trustees' names and years of service, the Rhodes Scholars between 1904 and 1940, and a chronology of the curriculum.

WILSON, J. Donald; Robert M. Stamp; and Louis-Philippe Audet. *Canadian Education: A History.* Scarborough: Prentice-Hall, 1970. [UBC: LA 411 W54]

This book considers educational history from a national perspective covering the colonial beginnings through the 1960s. The B.C. experience is highlighted in articles by Lupul, Patterson and Stevenson. These are listed in the ARTICLES section.

WILSON, J. Donald, ed. *Schooling and Society in Twentieth Century British Columbia.* Calgary: Detselig Enterprises Limited, 1980. Provincial Archives File: NW370.9711 W749] [UBC: LA 418 B7 W547]

The editor's introduction provides an overview of the phases of historical writing: traditional, moderate revisionist and radical revisionist. Chapters are listed in the ARTICLES section.

YEARSLEY, Meredith. *Not For Ourselves Alone: Fifty Years at York House School 1932-1982.* Vancouver: York House School, 1983. [UBC: LE 4 V3 Y42]

This is a history of the school from opening day, 7 September 1932. The author describes the founders, the school's growth, its "firsts" and special programs under each headmistress and headmaster. School traditions are described and the appendices list the annual tuition fees, the advisory board members, head girls from 1937 to 1983, patrons and house captains.

The Colonial Period: 1849 to 1871

JOHNSON, Francis Henry. *John Jessop: Goldseeker and Educator: Founder of the British Columbia School System. Vancouver: Mitchell Press, 1971. [UBC: LA 2325 J48 J6]*

A biography of the life of the first Provincial Superintendent of Education covering the colonial period to Jessop's death in 1901. Jessop, an administrator trained in Ontario by Egerton Ryerson, designed and administered a free, non-denominational school system. Descriptions are given of his travels to inspect remote schoolhouses and of the conditions, pupils and teachers.

Late 19th Century and Early 20th Century: 1872 to 1918

COLLEGIATE SCHOOL FOR BOYS. *Prospectus.* Victoria: J.E. McMillan Printers, 1883. [Provincial Archives File: NWp 371.009711 C697c. See also NWp 371.009711 C697p for 1911 and NWp 371.009711 C697co for 1913]

This prospectus offers details on the establishment of the school, clothing and equipment, and textbooks. The following explanation of the school's purpose is offered: "The school is based upon the general plan and method of the English Public Schools, so far as the circumstances of the Province will allow. It provides a sound religious and general education in conformity with the principles and teaching of the Church of England, particular regard being given to the moral and physical training of the pupils. Boys are prepared for the Universities and for entrance examinations of the Law and Medical Schools, and of the Royal Military College, Kingston, as well as for the more practical requirements of business life."

CORRIG SCHOOL. *Catalogue of Corrig School, Victoria, B.C. An English and Classical Boarding School for Boys.* Victoria: Corrig School, 1886. [Provincial Archives File: NW 971.58 C825c. See also NW 971.58 C825p for 1893]

Tuition and other costs are listed, as well as what equipment was needed. The catalogue also states the school rules, and offers testimonials from satisfied parents and other private schools.

CORRIG SCHOOL. *Corrig School Record.* Victoria: Corrig School, 1887. [Provincial Archives File: NWp 971.58 C825]

This was a quarterly publication, offered by subscription, and described as "devoted to education and literature". The Archives has preserved Volume 1, No. 3, containing poems and letters to students on the virtues of study, interspersed with advertisements from local businesses. This issue features J. Currie's essay, "Principles of Education", on the objective of reaching perfection through Christian education.

DEPARTMENT OF EDUCATION. *Manual of the School Law and School Regulations of the Province of British Columbia.* Victoria: Richard Wolfenden, Queen's Printer, 1897.

The Council of Public Instruction (CPI) directed publication of this volume for distribution to teachers and trustees, as explained in the Foreword by Superintendent S.D. Pope. The book sets out provisions for the powers of the CPI and the duties of superintendents. It details the establishment of school districts, voting procedures, duties of trustees, exemption of school property from taxation, selecting sites for schoolhouses, appointment and dismissal of teachers as well as listing rules and regulations. A reproduction of the teachers' examination is included along with outlines of the courses of studies and approved textbooks. School districts are listed by name, with the date of creation and a description of the boundaries. (The districts had not yet been assigned numbers.)

D'HERBOMEZ, Louis Joseph, compiler. *Secular Schools Versus Denominational Schools.* Saint Mary's Mission, 1881. [Provincial Archives File: NWp 971.58 D322]

A petition to the Legislative Assembly of B.C. by the Catholic Bishops of the Province begins the treatise with six points: "(1) The Catholic population paying taxes for public schools do not receive any benefit from them; (2) Presently framed school law favours the irreligionists and oppresses those who do want religious instruction for their children; (3) The absence of religious instruction in schools generally brings forth immoral youths, and consequently is a source of evil; (4) The present system requires poor people to pay for the schooling of the rich man's children whereas the rich should pay for instruction of their own children, and the state assist in educating the children of the poor; (5) Education is a duty belonging to the parents of the children, not the state; (6) The Catholic minority in the province needs to be granted the same educational advantage which the Protestant minority enjoys in the Province of Quebec".

GORDON HEAD SCHOOL. *Gordon Head School 1891-1931.* Victoria: Gordon Head School, 1931. [Provincial Archives File: NWp 971.58 V645g]

Typewritten mimeographed pamphlet of the history of the school, which was named for

Captain John Gordon of the H.M.S. America. In 1890, Victoria schools employed 36 teachers, but Central School was overcrowded. Parents were also concerned about the distances children had to walk. The original course of study for the common schools was followed, involving composition and letter-writing, spelling, reading, grammar, drawing, and physical education. An inspector's report comments on performance in these subjects. Attendance data, names of teachers and the school's record of construction and expansion are included.

HINDLE, George. *The Educational System of British Columbia: An Appreciative and Critical Estimate of the Educational System of the Mountain Province.* Trail: Trail Print and Publishing Co. Ltd., 1918. [Provincial Archives File: NW 379.711 H662] [UBC: LA 418 B7 H4]

This book was originally written as part of the requirements for the author's doctoral degree at the University of Toronto. In a discussion of the workings of the educational bureaucracy, the author comments on the work of superintendents, the granting of teaching certificates, the free textbook issue, and the value of dispensing with provincial exams. His recommendations for improving the system includes ensuring better job security for successful teachers.

MacLEAN, John Duncan. *Speech on the Budget* by the Provincial Secretary and Minister of Education delivered in the Provincial Legislature Friday, 14 March 1919. [Provincial Archives File: NWp 336.711 M163]

The UBC budget was $285,000 in that year, with the provincial government contributing 45% of the total cost (exclusive of buildings). The balance was paid by the cities and rural municipalities and rural school districts. MacLean compares the British Columbia situation with Alberta where 80% to 85% of school costs were borne by local school boards compared to 47% in B.C. On taking charge of the department, MacLean dealt with criticism concerning the course of studies in the high schools, which was thought to be impractical. The speech contains details of proposed changes to the high school curriculum.

MacLEAN, John Duncan. *Four Years of Progressive Administration in the Department of Hon. Dr. J.D. MacLean, Provincial Secretary and Minister of Education 1916-1920.* Victoria: King's Printer, 1920. [Provincial Archives File: NWp 354.711 M 163]

This pamphlet lists 19 changes brought about during MacLean's tenure.

PHILLIPPS-WOLLEY, Clive, ed. *The School Magazine.* Victoria: Department of Education, 1911-1912. [Provincial Archives File: NW 971.58 S376]

This is a leather-bound copy signed by the editor. It contains Volume 1, No. 1 (October 1911) to Nos. 9-12 (June-September 1912) inclusive. Contents include poems, stories and comments on world events.

SANDISON, James Macleod, compiler. *Schools of Old Vancouver.* Vancouver: Vancouver Historical Society, 1971. [UBC: LA 419 V3 S35] [Provincial Archives File: NW 971.58 S217]

A compilation of editorials and articles previously published by the Vancouver Historical Society between June 1907 and February 1915. The society's publication underwent a metamorphosis of names and was known variously as *Westward Ho!, Man to Man* and *The British Columbia Magazine.* The items are: "The Romance of Vancouver's Schools" (A.M. Ross), "Secondary Education in Canada" (L. McLeod Gould), "On Technical Schools" (editorial), "On the Three R's" (editorial), "The College and the Man" (Rev. E.W. Stapleford), "The University of B.C. and the University of Washington" (Thomas F. Kane), "Point Grey—The New University Town" (Dexter Forrest) and "Our University" (editorial).

SISTERS OF ST. ANN. *A Chaplet of Years: St. Ann's Academy to the Pupils Past and Present of the Sisters of St. Ann, Victoria, B.C., 1858-1918.* Victoria: Colonist Printing and Publishing Co., 1918. [Provincial Archives File: NWp 282 C464] [UBC: HR LC 495 S5 A4]

Published on the 60th anniversary of the beginning of the Order in Victoria, this is a history of its origins, the call to Victoria, establishment of St. Ann's School and St. Joseph's Hospital, descriptions of life at St. Ann's. A photograph of the class of 1918 is reproduced at the end.

SUTHERLAND, Neil. *Children in English-Canadian Society: Framing the Twentieth-Century Consensus.* Toronto: University of Toronto Press, 1976. [UBC: HQ 792 C3 S9]

This social history examines the influence of late

19th-century social reformers committed to improving society by changing the way children were dealt with in the family and in the schools. Describes the growth of the public health movement and its manifestation in school practices. Focus is nation-wide with B.C. references.

VICTORIA DAILY TIMES. *Royal Souvenir Number.* Victoria: Victoria *Daily Times*, 1901.

The booklet commemorates the visit of their Royal Highnesses the Duke and Duchess of Cornwall and York to Victoria during October 1901. An article by E.B. Paul, principal of Victoria High School, entitled "The Education System of British Columbia" (pp 41-42) describes the administration and course of study for graded and common schools and for the high schools.

The Interwar Years: 1919 to 1939

ADAMS, Joan and Becky Thomas. *Floating Schools and Frozen Inkwells: The One- Room Schools of British Columbia.* Madeira Park: Harbour Publishing, 1985. [UBC: LB 1568 C3 A325]

This book is written in a nostalgic vein from approximately 100 interviews the authors conducted with teachers from B.C.'s one-room schools. The project was begun in 1979 and reached back five decades to the early '20s. One-room schools flourished between 1932 and 1942 but declined rapidly after WWII. Generous use of photographs and personal anecdotes.

BLACK, Norman Fergus, ed. *Peace and Efficiency in School Administration.* London and Toronto: J.M. Dent & Sons Ltd., 1926. [UBC: LB 2890 B5]

This is the report of a co-operative study of British, U.S. and Canadian reference literature, conducted under the auspices of the High School Teachers' Association of the Lower Mainland of British Columbia the year after publication of the Putman-Weir report. The book examines the educational-administration literature in the three countries and presents the prevailing opinions on school administration, teachers' rights and tenure, and the function of the superintendent, principal and school boards. The summary presents a consensus of expert opinion about formulating sound administrative policy.

BOURGON, Nan. *Rubber Boots for Dancing: And Other Memories of Pioneer Life in the Bulkley Valley.* Smithers: Tona and Janet Heatherington, 1979. [UBC: FC 3845 B78 B68]

An account of Bulkley Valley settlement in the early 1900s. Many photographs of the people, animals and places. The author provides a detailed account of the Hubert School, which operated on her farm for nearly 12 years until it closed in 1941.

BRITISH COLUMBIA. *Elementary Correspondence School Pamphlets.* Victoria: King's Printer, 1936 and 1937. [Provincial Archives File: NW 372.9711 E 38]

The Introductions to these pamphlets were written by George Weir, then Minister of Education, and S.J. Willis, then deputy minister. The pamphlets comprise student stories and poems that are useful indicators of their interests and their impressions of world events, such as the coronation of King George VI on 12 May 1937.

CALAM, John, ed. *Alex Lord's British Columbia: Recollections of a Rural School Inspector, 1915-36.* Vancouver: UBC Press, 1991.

Alex Lord, a pioneer inspector of rural B.C. schools, shares his recollections of the vast northern territory in which he travelled as a top, government educator. The editor has organized Lord's unfinished memoirs according to the regions he visited. He has also included a biography of Lord, a sketch of the public education system in B.C. in the interwar years, and an assessment of the place Lord's writing now occupies among other works on education and society.

GIBSON, Belle Crawford. *Teacher Builder: The Life and Work of J.W. Gibson.* Victoria: Morriss Printing Company Ltd., 1961. [UBC: LA 2325 G48 G48]

Tribute to the efforts of John Wesley Gibson, an educational pioneer who promoted agricultural instruction in elementary and secondary schools

and who later developed the system of correspondence education for students in sparsely populated areas of B.C. During WWII, he championed the cause of establishing educational facilities for Canadians at home and in all theatres of war from elementary to post-graduate levels. The success of this program led directly to the establishment of post-war education for returning veterans.

HINCHLIFFE, Hon. J. H. *School Finance.* An Address Before the Convention of the Union of B.C. Municipalities, Harrison Hot Springs, 16 October 1929. Victoria: Kings Printer, 1929. [Provincial Archives File: NWp 971.58 H659]

The speaker set out to determine "what more satisfactory methods than those now in use for raising money for educational purposes might be adopted". This was not a pronouncement of government policy, but a broad statement of opinion in which he outlines his views as Minister of Education. For him, any solution had to be lawful, equitable, fairly calculated and one that would interfere as little as possible with existing taxation.

KIDD, George. *Committee on the Finances of British Columbia.* Victoria: Committee on the Finances of British Columbia, 1932. [UBC: HJ 13 B7 C6]

Reporting to the government on 12 July 1932, the committee of businessmen was charged with examining all government records to determine some means of alleviating the provincial deficit without increasing taxation. The recommendations for education were regarded as drastic and elitist because, if adopted, only children from economically advantaged families could continue their education. The Committee recommended that: school boards be merged with city councils, children leave school to work after the elementary grades were completed, only children under 14 receive free schooling, 50% to 100% of costs be assessed as school fees for children 14 to 16 years of age; teachers accept a 25% reduction in salaries; and tuition be raised for normal schools to cover the entire cost of each place in the school.

KING, Herbert Baxter. *School Finance in British Columbia.* Victoria: Charles F. Bamfield, King's Printer, 1935. [UBC: LB 2890 B7 K5]

The author presented this report to Education Minister George Weir in the Legislature on 22 March 1935. King was serving as Technical Advisor to the British Columbia Commission on School Finance. The book contains quotes from economists on the effects of education, correspondence solicited by King from leading educationists in England, and a report on an experiment in centralization in the Peace River District which includes a detailed and diagrammed plan for the administration of a rural district.

PUTMAN, J.H. and George Weir. *Survey of the School System.* Victoria: King's Printer, 1925. [UBC: LA 418 B7 A3]

Education Minister John MacLean commissioned this study "to obtain practical solutions to reducing educational costs in the province". The chief recommendations involved "progressive" reforms such as creation of a "middle school" between elementary and high schools; an increase in the number of courses of study at the junior high school level; and the inclusion of commercial, home economics, industrial arts, music and agriculture courses in rural areas. The philosophy and purpose of education are discussed in this comprehensive survey. The volume lists recommended textbooks and even details the way handwriting should be taught and the manner in which mathematical problems should be worded. As most of the recommendations were eventually implemented with varying degrees of success, this report is critical to understanding educational theory of that era.

REID, E. W. (ed.) *School Days.* Vancouver: Published monthly during the school year from September 1919 to September 1927. [Provincial Archives File: NW971.58 S372]

This magazine series contains inspirational messages and philosophy passed on to students at 10 cents a copy. Largely patriotic in content, its sketches and stories drew on the experience of WW I. Later editions include natural history, puzzles and games.

SAGE, Walter Donald MacKinnon. *Memories of Old University Hill.* Typescript. [UBC: LE 3 B82 S23 1979]

The author's recollections, with snapshots of people and places, concerning University Hill High School in the 1930s. The only copy is in UBC's Special Collections Division.

1940 to 1959

CAMERON, Maxwell A. *Report of the Commission of Inquiry into Educational Finance.* Victoria: King's Printer, 1945. [UBC: LB 2890 B7 C2]

This one-man commission was appointed by Premier John Hart in 1944. Cameron recommended telescoping school districts from about 700 to a more manageable 74, maintaining the administration of education through local school boards, implementing a grant system requiring equal property taxation, and creating school districts in areas where none existed.

1960 to 1989

ALLEN, D.I. *Open Area Schools in British Columbia.* Burnaby: Simon Fraser University, 1971. [UBC: LB 1029 O6 A45]

This research, supported by a special grant from the president's office at SFU, examined an American trend, beginning to be imitated in B.C., to construct schools without interior walls. The aim was to facilitate flexible grouping and team teaching. The study examines the experience in other jurisdictions and offers recommendations for districts and teachers.

ANDERSON, Robert M. and George S. Tomkins. *Understanding Materials: The Role of Materials In Curriculum Development: A Discussion Guide.* Vancouver: Centre for the Study of Curriculum and Instruction, UBC, 1981. [UBC: LB 1570 U 55]

The authors present perspectives on the role and use of textbooks and analyse systematic approaches to new curriculum materials. Vignettes of some of the agents who developed materials are highlighted (e.g., the province of B.C., publishers, teacher-authors, private organizations). Annotated bibliography.

AYLEN, Donald B. *Situations and Characteristics Related to the Adoption and Implementation of Innovative Practices.* Vancouver: ERIBC, 1977. [UBC: LB 1027 A854]

This reports the results of research conducted during the spring of 1976 concerning the adoption and implementation of innovations by teachers. The study examines the factors and situations which influence elementary school teachers to adopt new classroom practices. Participants were selected randomly from 10 school districts in the Lower Mainland.

BENNETT, William Richard. *Bill Bennett Talks About Education.* (Political Pamphlet) Vancouver: Social Credit Party, 1975. [Provincial Archives File: NWp 379.1 B472]

The pamphlet presents a criticism of the NDP government's move to centralize control of education. Bennett, then Opposition leader, states that meaningful educational policies can only be developed in co-operation with local school boards. Other enunciated policies include shifting the financing of education from property taxes to resource-based industries enjoying steady growth.

BRITISH COLUMBIA. *Report of the Commission on Education.* Victoria: Queen's Printer, 1960. [UBC: LA 418 B7 A4]

Under the direction of Chairman S.N.F. Chant, this wide-ranging report says that the general aim of education should be "promoting the intellectual development of the pupils" with "high standards of literacy and accuracy". Among other recommendations: Grade 7 be returned to the elementary school, retention rates be improved for rural districts, free kindergartens be established with voluntary attendance, priorities be established for the use of school premises for community purposes, able students be streamed into an academic program geared for university, recreational facilities be upgraded, teachers' wage-scales be raised and teachers be encouraged to attain full degree status.

BRITISH COLUMBIA. *Teacher Education in British Columbia: Final Report.* Victoria: Queen's Printer, 1974. [UBC: LB 1719 C2 T422]

This report was assembled in the autumn of 1973 by Commissioner John Bremer. It presents summaries of the 87 briefs presented to his commission and analyses the points made. The findings are grouped as answers to these

questions: How should teacher education policy be determined? Who should be responsible for teacher education? Who should train and supervise the teachers? Where should teacher education take place? Who should teach? What should teachers learn? How should teachers learn?

BRITISH COLUMBIA SCHOOL TRUSTEES ASSOCIATION. *Commitment and Coherence for the School System of British Columbia.* Vancouver: BCSTA, 1988. [UBC: LA 418 B7 B7578]

A report submitted to the Royal Commission on Education (Sullivan Commission). The focus is on four factors affecting the quality of education provided by the school system: purposes of education, governance structure and roles of participants, the policy-making process and the education finance system.

CALAM, John and Thomas Fleming. *British Columbia Schools and Society.* British Columbia Royal Commission on Education. Commissioned Papers: Volume 1. Victoria: Queen's Printer, May 1988. [UBC: LA 418 B7 A423]

Surveys of eight issues germane to schooling in B.C. in 1987-88: "The Purpose of Schooling", "Multiculturalism", "Rural Inequality", "The Changing Character of Society and Implications for Schooling", "Citizenship and Community", "Politics in Education", "Public Support for Non-Public Schooling", and "French Immersion in British Columbia, 1988-2000". Produced to assist the work of the Royal Commission on Education.

CHURCH, J.S. *Continuous Progress: A Collection of Articles and a Selective Annotated Bibliography on the Themes of Non-Graded School Organization and Continuous Pupil Learning.* Vancouver: BCTF, 1966. [UBC: LB 3061 C6]

A conference summary report from the seminar "Continuous Progress", themes addressed include team teaching, vocational education, pupil evaluation, non-graded school organization and continuous pupil learning.

ERICKSON, Donald A.; Lloyd MacDonald; and Michael E. Manley-Casimir. *An Interim Report of the Baseline Survey, an Aspect of COFIS: A Study of the Consequences of Funding Independent Schools in British Columbia.* Vancouver: ERIBC, 1979. [UBC: LC 51.2 B7 E75]

This interim report deals with a survey of teachers, students and parents in public and independent schools conducted in the spring of 1978 in the Lower Fraser Valley, Victoria and Prince George. The study was prompted by the decision of the B.C. Legislature to extend public aid to the independent schools for the first time in the province's history. This survey was an attempt to establish a clear record of what these schools were like before receiving financial support from the provincial government.

FLEMING, Thomas. *Let's Talk About Schools.* Victoria: Government of British Columbia, 1985. [UBC: LC 91.2 B7 L4]

This report to the Minister of Education and British Columbians covers public and professional perceptions of schooling in the province. The opinion survey indicated broad consensus on what they believed schools were doing and the direction they should take. It was agreed that the quality of schooling was a direct result of these factors: teaching, discipline, parental involvement and budget size. Financing and organizing the education system are among the major topics considered in the report.

FOX, Roger. *Science Education for the '80s.* Vancouver: ERIBC, 1982. [UBC: Q 181 F697]

This book sets out some of the social issues raised by developments in science and technology, and the implications of these developments for teaching. It draws on the expertise of several contributing authors who attempt to encourage educators to be aware of the impact of technological change and to determine whether trends can be identified.

GREATER VICTORIA SCHOOL DISTRICT. *". . . and to love my children truly" Report of a Commission on Education.* Victoria: Victoria School Board, 1980. [UBC: LA 418 B7 S37]

This reports the results of the major findings of a study of the Greater Victoria school system. The report notes a decline in public confidence, poor morale among teachers and non-teaching staff, and insufficient funding to produce students who excel. Changes are recommended for the district's administration. The report urges that higher priority be given to creativity and the arts. The survey committee also proposes ways of dealing with teachers who did not reach adequate standards.

GUNS, Robert W. *A Study of Administrative Strategies Used to Integrate Community Resources into the Curricula of Community Schools.* Vancouver: ERIBC, 1979. [UBC: LC 215 G857]

This study describes the differences between regular schools and those designated as "community" schools. It explores the relationship between the degree of integration of community resources into community schools and the administrative strategies used to facilitate integration. The study was conducted in school districts 36, 39, 40, 44 and 45.

HURLEY, D. Claire. *Teacher Surplus: Fact or Fantasy? A Realistic Look at the Employment Opportunities for Beginning Teachers in B.C.* Vancouver: ERIBC, 1972. [UBC: LB 2833.4 B7 H87]

This study was undertaken to dispel a prevailing early-1970s myth that more teachers were being trained than could be absorbed into the system. The author concluded that there was not a surplus of teachers — indeed, not enough were being produced to meet provincial demand. Teachers were either unemployed by choice or because they were location-bound (unwilling or unable to move away from a population centre to secure employment).

JACOBSEN, Elaine. *In the Wake of Restraint: The Impact of Restraint on Education in B.C.: A Research Report.* Vancouver: B.C. Teachers' Federation, 1986. [Provincial Archives File: NW 971.58] 17]

The author discusses the effect that cutbacks had on teacher morale, staff numbers, student performance and declining enrolments, together with the implications of restraint for special programs, counselling and library services.

KILIAN, Crawford. *School Wars: The Assault on B.C. Education.* Vancouver: New Star Books, 1985. [Provincial Archives File: NW 379.711 K48] [UBC: LC 91.2 B7 K54]

A former school board trustee (1980-1982), college instructor and newspaper columnist presents an insider's view of the difficulties in managing an education system under restraint and gives some examples of what he considers capricious directives from the Ministry of Education. The author discusses public response to ministry policies enacted into legislation in 1982 and the implications of this leglislation for a generation of school children.

LAROCQUE, Linda J. *Policy Implementation in a School District.* Vancouver: ERIBC, 1983. [UBC: LB 2831 L379]

This investigates the process of policy implementation according to three major conceptualizations of policy models: classical or technological (perspective of school board members), political (perspective of senior administrators), and cultural or evolutionary (perspective of the school). Study concludes the administrator's influence has a direct bearing on whether policy implementation is an integral part of school life or a disruption of routine.

MacDONALD, Lloyd. *Authority Patterns in B.C. Education: An Analysis of Authority for School Curriculum.* Vancouver: ERIBC, 1976. [UBC: LC 91.2 B7 M223]

This study focuses on authority patterns relating to legislation passed in 1974 that decentralized control of school curricula. Five critical issues are considered: authority being released but not assigned, lack of integration of patterns of authority, incomplete views of curriculum functions, control of involvement and consultation, inevitable conflict over authority roles.

OVANS, Charles David. *Behind the Looking Glass: Toward the Educating Society.* Vancouver: Evergreen Press, 1978. [UBC: LC 191 O9]

The author presents philosophical ideas about the meaning of education, written upon his retirement in 1973 as General Secretary of the BCTF. He addresses the theme that, in mirroring society, schools reflect the problems and deficiencies which exist in each community.

PEDERSEN, K. George, with Alex Bavelas, Thomas G. Fleming, Christopher E. Hodgkinson and Arthur Kratzmann. *Report to the Minister of Education: A Study of Research and Development in British Columbia.* (31 August 1975) [UBC: LB 1028 S883 1975]

This report was commissioned by then Minister of Education Eileen Dailly after an evaluation of the province's Research and Development activity in education. The authors recommend that: an R&D unit be developed within the Department of Education; the R&D unit focus on serving the

internal needs of the department; the new positions proposed in the department's reorganization plans be filled and senior administrators be freed from "an excessive burden of communication with various individuals and public bodies"; the initial personnel needs of the proposed R&D unit be satisfied with the appointment of a single individual; a representative advisory committee be established to help the minister determine overall goals and objectives for the school system; the department continue to support and fund Educational Research Institute of British Columbia (ERIBC); the department's communications division maintain an adequate consultative service for the school system; the department make available at least 30 scholarships of $7,500 each for graduate work in education; and the initial annual budget for R&D be not less than one-fifth of one per cent of the annual operating budget.

PLENDERLEITH, William Alexander, ed. *The Role of the District Superintendent in Public School Administration in British Columbia.* Toronto: Ryerson Press, 1961.
[UBC: LB 2891 B8 P5]

In recognition of a period when all the members of the editorial committee of *The Canadian Superintendent* were from B.C., a book was published containing material pertaining to superintendents in this province. Titles and authors of the chapters are:

1. The Administrative Organization of the British Columbia Public School System (K.F. Alexander)
2. The Development of the Superintendency in the Large School Units (F.A. McLellan)
3. The Superintendent's Role as an Educational Leader (S.J. Graham)
4. The Supervisory Personnel and Their Responsibilities (C.J. Frederickson)
5. The Superintendent's Role in the Administration of Auxiliary School Services (R.B. Stibbs)
6. The Superintendent's Role in the In-Service Training of Staff (E. Marriott)
7. The Measurement of Instructional Results (S.A. Miller)
8. The Superintendent's Role in the Evaluation of the Learning Situation (H.C. Ferguson)
9. The Accreditation of Secondary Schools (F.P. Levirs)
10. The Superintendent's Role in the Administration of a Large City School District (R.F. Sharp)
11. The Superintendent's Role Respecting Experimental Projects in Education (E.E. Hyndman).

An administrative chart of the Vancouver Board of School Trustees is attached to the inside cover.

REYNOLDS, T.R. *Museum Work and Local Studies: An Investigation of the Potential of Museum Work as a Basis for Local Studies at the Grade Ten Level.* Vancouver: ERIBC, 1977.
[UBC: LB 1641.5 C2 R495]

This publication investigates the practical potential of a Grade 10 social studies course involving students and the Maple Ridge Historical Association in museum work and local history. It examines the practical side of such involvement with local projects. Students worked co-operatively in interviewing older residents, presenting research results to local media and recording and evaluating the material collected in their research.

ROBINSON, Norman and Walter Sawadsky. *Factors Influencing 1970 School Budgets in British Columbia.* Vancouver: BCSTA, 1971.
[UBC: LB 2891 B7 R63]

This report examines 1970 school district budgets to discover the factors that influenced the differences among school districts. It describes the finance formula then in existence. Forty-nine variables are identified. The researchers conclude that the existing education finance formula was ill-suited, that economy of scale was the most important factor in avoiding budget overruns and that teacher salary levels did not contribute significantly to such overages.

ROBINSON, Norman. *Reorganization of British Columbia School Districts: The Armstrong Case.* Vancouver: BCSTA, 1970.
[UBC: LB 2817 R 625]

This reports the results of a study that sought to determine whether the Armstrong School District should consider amalgamation with the Vernon School District. An affirmative recommendation is made on the basis of: the scope of the educational program; the provision of adequate staff, service and facilities; provision for community involvement; and economic viability and efficiency.

ROYAL COMMISSION ON EDUCATION (1987-1988). *A Legacy for Learners: Summary of Findings*. Victoria: Queen's Printer, 1988. [UBC: LA 418 B7 A422]

The commission was set up to inquire into ways of "enhancing the quality of the system, its mechanisms for accountability, its teaching methods and curricula, its structures for governance and administration, and the involvement of parents, teachers and the general public." Among Commissioner John Sullivan's recommendations are: developmental criteria rather than chronological age as the basis for placing children entering school; a restructured grades 1-10 common curriculum with humanities, fine arts, sciences and practical arts; a longer practicum for student teachers; and financing schools in ways fairer to taxpayers.

SIEBEN, Gerald A. and Gordon House. *A Survey of Student Opinions on Education Issues Currently Under Debate In British Columbia*. Vancouver: ERIBC, 1976. [UBC: LA 418 B7 S53]

This study was conducted at a time when educational debate appeared to reflect a backlash against the permissiveness of the '60s. The authors were interested in the re-emergence of traditional ideas as manifested in the creation of "value schools" and "back-to-basics" discussion. The Social Credit government had just replaced the NDP and education was a focus for political debate. The study evaluates student opinions of schooling, teachers, parents and morals education.

SMITH, Brian Ray Douglas. *Education: A Report From the Minister*. Victoria: Ministry of Education, 1981. [UBC: LC 91.2 B7 S65]

This report was written after the minister's 1980 tour of the province to find out, through professional and public forums, what people wanted from the education system. His findings led to changes. The report discusses curriculum and related issues, the education of teachers, special needs children, northern and rural schools, facilities and independent schools. An appended 16-point summary of actions to be taken includes the announcement of a major reorganization of the ministry planned for 1981.

THOMAS, Audrey M. *Family Learning Activities in British Columbia*. Victoria: Ministry of Education, 1981. [UBC: HQ 560 T49]

This document was intended to spark public discussion of family participation in continuing education activities within the public educational system. The aim was to determine what changes and developments were necessary to enhance family learning. A needs assessment was conducted along with a review of program activities in 1979-80. The study presents recommendations for action.

Bibliographic Sources Used in Constructing This Reference:

Faculty of Education records: UBC, SFU, UVic.

Finley, E.G. *Education in Canada: A Bibliography*. (1989)

Lowther, Barbara J. *A Bibliography of British Columbia — Laying the Foundations: 1849-1899*.

Woodward, Frances M. *The History of Education in British Columbia: A Selected Bibliography*. (1980)

THESES

General

AHSAN, Syed Aziz-Al. "The School Primers and the Political Culture of British Columbia 1880-1980." M.A. thesis in Political Science, University of British Columbia, 1983. [UBC: LE 3 B7 1984 A8 A38]

Content analysis was used to determine how school primers reflected political culture. The primers showed increasing secularization and ethnic diversity, but not necessarily increasing egalitarianism.

BARMAN, Jean. "Growing Up British in British Columbia: Boys in Private School 1900-1950." Ed.D. thesis, University of British Columbia, 1982. [UBC: LE 3 B7 1982 A2 B37]

This thesis examines the history of some 50 private schools, with a total enrolment of approximately 7,500 boys during the half-century, and the impact they had on the province. The author assesses the factors which brought these schools into being: a heritage of private education existed from the mid-19th century; the popularity and ease of replication of the British class-based preparatory school; and the immigration patterns between 1891 and 1921, which saw large numbers of potential private education clients settle in B.C. The thesis argues that, through the generations, these schools helped foster in their pupils a sense of Britishness.

BROWN, Michael J. "History of the Financing of the Public Schools of British Columbia 1871 to 1955." B.A. essay in Economics, University of British Columbia, 1960. [UBC: LE 3 B7 1960 A9 B76]

The financing of public schools was accomplished by five different means between 1871 and 1955. Accordingly, the paper is divided into five periods: 1871 to 1888-89, 1888-89 to 1904-05, 1905-06 to 1928-29, 1929-30 to 1944-45, and 1945-46 to 1954-55. Information was drawn from the Statutes of British Columbia (the legal provisions) and from the annual reports of the public schools.

CALAM, John. "An Historical Survey of Boarding Schools and Public School Dormitories in Canada." M.A. thesis in Education, University of British Columbia, 1962. [UBC: LE 3 B7 1962 A8 C25 H4]

This thesis examines the establishment in 1948 of a successful scheme of public school dormitories. These catered to children whose homes were on the fringes of settlement and who needed to attend centrally located high schools. The need for dormitories was based on geographical and communications problems which disappeared with the advent of better roads, allowing the boarders to become day pupils. In 1962, nine boarding schools were in operation in B.C.

COMEAU, Raymond E. "The Influence of Societal and Educational Ideologies on the Early Superintendents and Inspectors in British Columbia." M.Ed. major paper in Educational Administration, University of British Columbia, 1984.[UBC: LE 5 K3 D69]

This paper offers glimpses of those who helped shape the education system in B.C. from 1872 to 1945. The superintendents and inspectors evolved from being the department's "men in the field" to CEOs of local school districts. The paper looks at who they were and their beliefs. The author identifies four main beliefs: the belief in universal education, the belief that education should teach high moral standards, the belief in practical education, and the belief in teacher education. The study ends in 1945 when publication of the Cameron Report led to changes in district organization. The careers of Frank Eaton, William Burns, J.S. Gordon, Margaret Strong and Alexander Robinson are highlighted.

DAWSON, Elizabeth. "The Introduction and Historical Development of Social Studies in the Curriculum of the Public Schools of British Columbia." M.A. thesis in Social Studies, University of British Columbia, 1982. [UBC: LE 3 B7 1982 A8 D39]

Social studies first appeared in the B.C. Department of Education curriculum in 1927, replacing history and geography in the newly

established junior high schools. Later, the subject was offered throughout the public school system. Eventually, the concept of "socialization" of the individual became introduced. The study examines the goals of social studies, which began as creating good citizens who would maintain British traditions. By 1966-68, the geography content was boosted to make it balance the history content.

DENNISON, Robert George. "A Study of the Prince George *Citizen* 1957-1961: Editorial Reaction to Education and the Chant Commission on Education (1960)". Major paper in Social and Educational Studies, University of British Columbia, 1984. [UBC: LE 3 B7 1984 A98 D4]

This essay investigates and discusses the *Citizen*'s editorials on education during 1957-61, coinciding with the work and report of the Royal Commission on Education in British Columbia (Chant Report). The editors were especially interested in alternatives to secondary education. They did not support increases in educational expenditure yet lamented the decline in basic academic skills and responsible student behaviour.

DOWN, Edith Emily. "The Sisters of Saint Ann; Their Contribution to Education in the Pacific Northwest, 1858-1958." M.A. thesis in Education, University of British Columbia, 1962. [UBC: LE 3 B7 1962 A8 D62 S4]

A study of the history of the first female religious Order of women to establish in the territory north of the 49th parallel during the first century of their existence. Topics include the early missionaries, the origins of the Sisters of Saint Ann in Quebec, their arrival in Victoria, the Order's activities during the decades of the 1860s, 1870s, 1880s and 1890s and finally, descriptions of the centennial celebration in 1958.

DRUMMOND, Jack Murray. "Geographical Aspects of School Construction and Location in the Greater Victoria School System." M.A. thesis in Geography, University of British Columbia, 1960. [UBC: LE 3 B7 1960 A8 D7 G3]

The author's objective was to examine significant factors involved in the establishment of each school in the Greater Victoria area, and to forecast future needs (including appropriate sites). The historical background is investigated for each school, taking into account population characteristics and economic trends of each area. The study covers the first Hudson's Bay settlement school through to 1956. Numerous photographs and site maps are included.

FOSTER, John Keith. "Education and Work in a Changing Society: British Columbia 1870-1930." M.A. thesis in Educational Foundations, University of British Columbia, 1970. [UBC: LE 3 B7 1970 A8 F68]

The study analyses the forces changing the B.C. occupational structure and attitudes towards worker education. The author examines three phases in the development of practical education. Prior to 1903, workers sought economic security and improved living standards during a period of rapid industrial growth. Voluntary associations were formed to push for educational change. Between 1903 and 1914, local governments began to agitate for a better public education system. The final phase saw consolidation and expansion of new educational programs after 1916. The federal government was prodded by economic necessity into developing the vocational education system.

GAMEY, Harold Wesley. "Some Aspects of the Development of Public Education in British Columbia." M.A. thesis in Philosophy, University of British Columbia, 1934. [UBC: LE 3 B7 1934 A8 G2 S6]

This thesis details the early history of the education system — the evolution of school law and regulations, introduction of health education in schools, evolution and special features of the Vancouver school system, early history of the teaching profession, the certificates issued, and development of the Teachers' Pension Act.

GILES, Valerie M.E. "The Minister's Perspective: Personal Perceptions and Reflections of Ministers of Education in British Columbia from 1953 to 1975." M.A. thesis, Simon Fraser University, 1983. [SFU: LA 418 B7 G55]

This study covers the major issues, the role of lobby groups, the personal goals and objectives of the ministers, how each minister's office functioned and the influence of the media. It was discovered that issues which arose through the departmental structure or through school districts were virtually guaranteed ministerial attention, that well-established lobby groups fared better

than did ad hoc ones in achieving their goals, and that each minister enjoyed considerable success in implementing a personal agenda of objectives.

GLYN-JONES, Vivian. "Changing Patterns in School Location, Vancouver School District." M.A. thesis in Geography, University of British Columbia, 1964. [UBC: LE 3 B7 1964 A8 G5]
Analyses the choice of school sites in Vancouver, beginning with the first locations — one associated with the Hastings Sawmill on False Creek and the other with a Fraser River fishing settlement. The study chronicles the patterns of settlement as Vancouver and its surrounding towns grew. Some particularly rapid growth periods are identified: the real estate boom of 1908-12 which doubled Vancouver's population, the 1925-29 expansion towards Point Grey, and the great 1945-60 building program. Maps, plot plans and photographs are included.

GORDON, Roth Garthley. "Secondary Education in Rural British Columbia." M.A. thesis in Philosophy, University of British Columbia, 1935. [UBC: LE 3 B7 1935 A8 G6 S3]
This thesis discusses "life needs" of the people in rural communities, desirable features of rural secondary schools, the effects of school consolidation (at this point, the coming together of two or three schools to have better accommodation — not the official consolidation of the 1940s), existing buildings and equipment, the rural high school staff, the student population, and current and proposed curriculum outlines. The author concludes that schools outside the urban centres of Vancouver, Victoria and New Westminster are badly neglected and poorly equipped. He advocates that rural schools address rural life needs.

GREEN, George Henry Ebenezer. "The Development of the Curriculum in the Elementary Schools of British Columbia Prior to 1936." M.A. thesis, University of British Columbia, 1938. [UBC: LE 3 B7 1938 A8 G7 D3]
Curricula are outlined for Vancouver Island schools (1849-86); for mainland British Columbia schools (1858-66); and for the united Colony of British Columbia from 1866-71. After B.C. joined Confederation, textbooks were authorized, but there was no prescribed course of study until 1885. The author presents a detailed development of the curriculum by subject from 1872 to 1936.

HUNT, Edmund Arthur. "A History of Physical Education in the Public Schools of British Columbia from 1918 to 1967." M.A. thesis, University of Washington, 1967. [UBC: GV 225 B7 H85 1967A]
At issue is whether economic depression, WW II and economic prosperity had a marked influence upon physical education. The author also considers the impact of the work of prominent educationists (A.C. Bundy, J.H. Putman, G.M. Weir, W.G. Grandreth, L. Brown, R.F. Osborne and S.N.F. Chant) on educational policy. References are made to training-syllabus materials and legislation which directly affected the physical education programs.

HUTCHINSON, Harold Keith. "Dimensions of Ethnic Education: The Japanese in British Columbia, 1880-1940." M.A. thesis in Education, University of British Columbia, 1973. [UBC: LE 3 B7 1973 A8 H88]
This thesis demonstrates that the public school was to a large extent responsible for the behavioural assimilation of second-generation Japanese. This process was supported by their parents, who found that once children accepted the Canadian values advanced by the public schools, traditional Japanese customs and manners were discarded. The author concludes that the churches, Japanese institutions and public schools were responsible, to varying degrees, for the acculturation of B.C.-born Japanese.

LONDON, James Bruce. "The Editorial Significance Given to Education by Victoria's Leading Newspapers During Three Periods of Educational Study by the British Columbia Government: 1932-36, 1942-46; 1957-61." M.A. thesis in Education, University of Victoria, 1976. Canadian Thesis on Microfiche: 29033] [UVIC: LA 418 B7 L6]
The study documents the extent to which educational topics dominated editorial columns and trends in editorial thought. Education was a consistently popular subject during the years studied. It aims to determine how closely topics reported in the Victoria dailies' editorials parallelled the terms of reference and conclusions reached by the producers of the King Report (1935), the Cameron Report (1945), and the Chant Report (1960). The author finds the main emphasis in all periods was on post-secondary education, with resistance to "progressive"

education in favour of "traditional" approaches, and strong appeals in the '30s for increased educational spending. There were consistent declarations that educational standards were in decline — especially concerning literacy, and opposition to the BCTF's attempts to gain decision-making powers and higher salaries for its members.

MacKENZIE, William Colin. "Applied Science in the Curriculum: The Case of Industrial Science 12 in British Columbia." M.A. thesis in Education Curriculum, University of British Columbia, University of British Columbia, 1989. [UBC: LE 3 B7 1989 A8 M32]

This study uses data from the archives of the British Columbia Shop Teachers' Association to examine the effects in shop classrooms of legislated changes brought about by the Royal Commission on Education in British Columbia (1960) and the Vocational Training Assistance Act (1961). Difficulties encountered in offering the courses of study are discussed.

MacKINNON, George Watson. "The Evolution of the School System of British Columbia." M.A. thesis, University of Washington, 1920. [UBC: LA 418 B7 M3]

This thesis outlines the establishment of education from the colonial period to the advent of government-supported, non-sectarian public elementary schools to 1920. The study also discusses the development of secondary schools from 1876 to 1920, and the beginnings of the normal schools and the University of British Columbia. Subject outlines are included for various grade levels.

MacLAURIN, Donald Leslie. "A History of Education in the Crown Colonies of Vancouver Island and British Columbia and in the Province of British Columbia." Ph.D. thesis, University of Washington, 1936. [Provincial Archives File: ADD.MSS 1921] [UBC: HR LA 418 B7 M32]

A history of education from 1849. The post-Confederation section (1871-1935) details school legislation and the certification of teachers as requirements changed. One chapter is devoted to the administrative structure of the department, and another discusses the BCTF's establishment and objectives. (The Provincial Archives file contains an original copy of the thesis, plus the original handwritten notes made to supplement the thesis and update it to include the years 1935 to 1948. The supplementary pages discuss legislation, curriculum, the BCTF, UBC, Home Economics and Special Education programs.)

MILLER, Michael Douglas. "A History of Aesthetic Education in the Visual Arts from 1872 to 1945 in British Columbia." M.A. thesis in Art Education, University of British Columbia, 1987. [UBC: LE3 B7 1987 A8 M54]

A history of art education from the time Jessop established the education system until it was overhauled after the Cameron Report in 1945.

PATTERSON, Joyce Isobel. "Vocabulary Load of Beginning Readers Authorized for British Columbia Schools, 1872 to 1977." M.A. thesis in Education, University of British Columbia, 1977. Canadian Thesis on Microfiche: 34919. [UBC: LE 3 B7 1977 A8 P38]

This paper examines the nine different readers and reader series prescribed for beginning reading in British Columbia over more than a century. An appendix lists titles and publication information of all textbooks studied.

RICHARDSON, Theresa M. "The Century of the Child: The Mental Hygiene Movement and Social Policy in the United States and Canada." Ph.D. thesis in Social and Educational Studies, University of British Columbia, 1987. [UBC: LE 3, B7 1987 A1 R53]

This thesis focuses on the institutions which contributed to mental-hygiene protocols for public policies directed towards children. The concept of mental hygiene was associated with public health advocates of the "progressive era" in education.

ROALD, Jerry Bruce. "Pursuit of Status: Professionalism, Unionism, and Militancy in the Evolution of Canadian Teachers' Organizations, 1915-1955." Ed.D. thesis, University of British Columbia, 1970. [UBC: LE 3 B7 1970 A2 R62]

The thesis investigates how Canadian teachers sought to gain control over their professional lives through organization. Author traces the evolution of Canadian teachers' organizations from a period of vigorous ascendancy between 1916 and 1921 to the middle of the 1950s, by which time their organizational form and occupational ideology had become established. It concludes that teachers' organizations became professional

unions because of the need to cope with their salaried and employee-level status.

SCHRODT, Phyllis Barbara. "History of Pro-Rec: The British Columbia Provincial Recreation Programme — 1934 to 1953." Ph.D. thesis in Physical Education, University of Alberta, 1979. Canadian Thesis on Microfiche: 43543. [UBC: SP GV 56 B8 S35]

A comprehensive history of the recreation program begun in 1934. The program served as a model in other provinces and at the federal level. The author describes prevailing conditions at the beginning of the program and examines its operation through the Depression, WW II and the post-war period. Pro-Rec was terminated in 1953. The study blames its demise on failure to modify programs and administration.

SIMEONI, Gino N. "The Place of Vocationalism in Education: An Historical Overview of the Arguments." M.Ed. project in Education, Simon Fraser University, 1986. [SFU: LC 1042.5 S55]

This study proposes to define a place for vocational education within the public school system. Previous attempts to resolve problems caused by having industry direct curriculum needs — without flouting the educational administration's standards and practices — had been unsuccessful. The author discusses the Industrial Revolution's effect on family life and documents resistance to vocational education.

SKOLROOD, Arthur Harold. "The British Columbia Teachers' Federation: A Study of Its Historical Development, Interests and Activities from 1916 to 1963." Ed.D. thesis, University of Oregon, 1967. University Microfilms no. 68-10024. [UBC: LB 1995 B6 B77]

This thesis discusses the early development of education in B.C. between 1849 and 1920, the emergence of the BCTF between 1916 and 1930, the concerns for teacher welfare during the 1931 to 1946 Depression and war, reconstruction and consolidation of the education system from 1947 to 1955, and creation of a professional organization between 1956 and 1963.

SMITH, Denis Charles. "A Study of the Origins and Development of Administrative Organization in the Educational System of British Columbia." Ph.D. thesis, UCLA, 1952. [UBC: LA 418 B7 S6]

This paper brings into perspective developments leading to the status of the provincial Department of Education by mid-century. It covers the provisions for a system of education in the colonial period, 1849-1871; the original provisions for a B.C. education system; modifications in the administrative organization of the department from 1872 to 1952; and the existing status of the organization, structure and functions of the administration system.

SWAYNE, Peter Douglas. "Historical Antecedents of Open Educational Ideas." M.A. thesis in Education, Simon Fraser University, 1977. [SFU: LB 1029 O6 S94]

The author describes the popularity of open education in North America with its focus on optimism, individual needs, preparation for the future, and support for the learning themes of Jean Piaget, Susan Isaacs, Jerome Bruner, John Dewey and others.

TERPSMA, Betsy A. "Prince of Wales Fairbridge Farm School and Child Welfare in British Columbia 1935-1951." Hons. B.A. essay in History, University of British Columbia, 1979. [UBC: LE 3 B7 1979 A9 T47]

A study concerning immigration of British children to Canada, unaccompanied by relatives. This program was halted in 1924 by a British Labor Party MP's report. The Prince of Wales school had been sponsored by a British philanthropic society and was established near Duncan in 1935 for children 5 to 14 years old. The school continued operating until 1951. The treatment of these children reveals prevailing attitudes of British Columbians about philanthropy, child welfare and imperial ties.

THOMAS, Christie Jane. "Forces Influencing Home Economics Curriculum Change in British Columbia Secondary Schools 1912-1985." M.A. thesis in Education Curriculum, University of British Columbia, 1986. [LE3 B7 1986 A8 T56]

The author describes changes in the home economics curricula and the forces which influenced those changes. Six major revisions are identified, incorporating four major changes: expansion of the central focus on concerns of home and family to include vocationalism and the workplace and community interaction; expansion and contraction in the educational relevance and status of home economics education; evolution of home economics from a course of study for

females to one which is co-educational; and changes in the format of the curriculum documents.

THOMSON, George Alexander Victor. "A Survey of Academic Programmes and Requirements prescribed for the Secondary Schools of British Columbia: 1876-1972." M.A. thesis in Education, University of Victoria, 1972. Canadian Thesis on Microfiche: 23535. [UVIC: LA 418 B715]

A chronological study that describes the regulations governing each program and their effects on graduation requirements for students. From 1876 to 1901, high schools offered a two-year program of instruction to prepare candidates for teachers' certification exams. This was expanded to a three-year program at the beginning of the century. With the opening of the first university (UBC) in 1915, high school studies were expanded again to a matriculation program in order to meet standards expected by the university. A four-year program was established in 1931 following the Putman-Weir recommendations. A restructuring occurred in 1939 after the university entrance program was introduced. This was revised in 1953, allowing more non-academic studies. Technical studies were introduced by 1966.

TOCHENIUK, Florence M. "Discrimination, Segregation and Acceptance: The Educational Experience of the Chinese in B.C. (1904-1960)." M.Ed. project, Simon Fraser University, 1983. [SFU: LC 3734 T63]

This study examines the educational experience of Chinese-Canadians. The author outlines how the public school system was used by various levels of government to segregate the Oriental population and demonstrates how the children were affected by discriminatory practices. Cultural forces motivating Chinese students to succeed are identified as respect for education and the family unit, and the influence of Confucius.

TOPPING, William Ellis. "The Historical Development of the Teaching of Geography in British Columbia." M.A. thesis in Geography, University of British Columbia, 1963. [UBC: LE 3 B7 1963 A8 T6 H4]

This study traces the development of the current course through former outlines and textbooks, beginning in 1849. Trends are compared with other countries, especially Britain and the U.S.A. During the colonial period, the curriculum choice was left to individual teachers. A major revision occurred in 1900, which lasted without much change for 50 years. Putman-Weir recommendations (1925) caused geography to be introduced as a junior high school subject.

UPEX, Joyce. "Racism and Education in British Columbia M.Ed. project, Simon Fraser University, 1986. [SFU: LC 1099.5 C2 U64]

The study examines racism from the 1870s to the 1970s in B.C. and investigates the appropriate educational response to the problems it created. The author considers the objections of schools to implementing formal programs to resolve racial tensions and presents arguments against their rejection of such programs. Consideration of "consensus" and "conflict" models is offered.

UZELAC, Mary Veronica. "Training Teachers for the Public Schools of British Columbia 1901-1956." M.Ed. project, Simon Fraser University, 1986. [SFU: LB 1995 B8 U87]

The author describes teacher training in the first half of the 20th century, focusing particularly on the initial training and upgrading and the control exercised by the administrative leaders in the department. She argues that the provisions for training before implementation of Putnam-Weir recommendations (1925) were more in keeping with the traditional orientation of public education than was the case afterwards. The study examines the role of the normal schools and the summer school as agencies for training and upgrading. The scope of this study is limited to curriculum, admission and certification practices.

WEISS, Gillian Margaret. "The Development of Public School Kindergartens in British Columbia." M.A. thesis in Education, University of British Columbia, 1979. [UBC: LE 3 B7 1979 A8 W45]

The author examines the development of kindergartens in B.C. from the opening of the first classes by the Vancouver School Board in 1944 to the 1972 legislation. The then newly-elected NDP government required provision of kindergartens for children up to one year younger than compulsory school age. Five-year-olds could attend any public school kindergarten. Changing theories about kindergartens are presented.

WILCOX, Patricia (Trisha) G. "Program Evaluation in Education: School District Practice in British Columbia." Ed.D. thesis in Educational Administration, University of British Columbia, 1989. [UBC: LE 3 B7 1989 A2 W54]

This historical account examines the practice of program evaluation. The author leads into a critique of the way the field is ordered, the issues encountered and the approaches used.

WILSON, Robert McCole. "A Study of Attitudes Towards Corporal Punishment as an Educational Procedure from the Earliest Times to the Present." M.A. thesis in Education, University of Victoria, 1971. [UVIC: LB 3025 W56]

Influential educational thinkers' views on corporal punishment are presented in this study which includes tribal as well as industrialized societies. Acceptance of corporal punishment in European cultures was rooted in religious and social attitudes. However, increasingly, educators frowned on the violence and brutality to children prevalent in the 19th century. They opposed this harsh treatment and used physical punishment only as a last resort. Stress was placed on better teaching methods and creating more attractive school environments.

The Colonial Period: 1849 to 1871

WATTS, Elsie. "Attitudes of Parents Towards the Development of Public Schooling in Victoria, B.C. During the Colonial Period." M.A. thesis, Simon Fraser University, 1986. [SFU: LA 418 B7 W38]

In a departure from more conventional topics, this study describes the attitudes of parents towards the rise of state schooling on colonial Vancouver Island from 1849 to 1871. Parents of that era held that it was their right to choose the type of schooling their children would have. Private schools, which supported their values, were the first choice; but if these were not available or affordable, children attended the public non-sectarian schools. Low population in rural areas made private schools impractical so the public schools were more strongly supported in rural areas. The evidence suggests that, prior to 1872, Victoria parents supported public schools from necessity owing to the size of the community as well as from a desire for non-sectarian schooling.

Late 19th Century and Early 20th Century: 1872 to 1918

CHILTON, Dena. "Inspectors and Their Work: 1872-1907." M.Ed. major Paper in Educational Administration, University of British Columbia, 1987.

The author examines types of management problems encountered, both administrative and pedagogical. Sources include archival records, newspapers and historical writings — all of which illuminate the social nature of the inspectorate and general trends in education of the era. The inspectors appear to be men of vision who tried to realize the ideal of equal educational opportunity in a diverse and scattered population.

DUNN, Timothy Allan. "Work, Class and Education: Vocationalism in British Columbia's Public Schools, 1900-1929." M.A. thesis in Education, University of British Columbia, 1978. Canadian Thesis on Microfiche: 37600. [UBC: LE 3 B7 1978 A8 D85]

This thesis focuses on emerging relationships between public schools and the workplace. It is argued that the introduction of vocationalism into the public schools after 1900 was mainly an attempt to preserve the stable social order as society adjusted to industrialization and urban growth. The school system was restructured at the behest of reformers who sought to foster "industrial efficiency".

HAWTHORNE, Dan Robert. "Patterns of 20th Century Attendance: A Systematic Study of Victoria Public Schools, 1910 and 1921." M.A. thesis in History, University of Victoria, 1985. [UVIC: LA 419 V5 H38]

In the first three decades of the 1900s, educators and child reformers sought to change how Canadian children would be raised. The schools were seen as the means of implementing this new consensus. School was becoming more efficient and child-centred. Until recently, little was known about this period; there were no attendance studies to determine who went to school, for how long, or how patterns changed with curriculum changes. This thesis shows that even as late as 1921 the school experience was much like that in the 19th century. Not everyone went to school, and those who did attended only occasionally.

HUNT, Alfred Ian. "Mutual Enlightenment in Early Vancouver 1886-1916." Ed.D. thesis, University of British Columbia, 1987. [UBC: LE 3 B7 1987 A2 H86]

The author examines the social and intellectual history of voluntary associations in Vancouver that sought to educate their own members and the community in the arts, history, science, public affairs and in matters pertaining to physical, vocational and moral welfare. This type of education was non-formal and reflective of the city's intellectual climate. The values and cultural forms were imported primarily from Britain, or through British-oriented arrivals from eastern Canada. This study is useful for understanding the background to the social climate in which schools operated.

LeNEVEU, Allan King. "Educational Finance in Western Canada." M.A. thesis in Economics, University of British Columbia, 1924. [UBC: LE 3 B7 1924 A8 L3 E3]

Post-war economic conditions curbed funding for education. Governments sought to reduce the burden of taxation by practising restraint. The purpose of this thesis is to discover exactly how much the western provinces were spending on education and to assess how appropriations were made. Education budgets are laid out for B.C., Alberta and Saskatchewan with detailed breakdowns of costs. The author says that a more thorough survey is needed. (The Putman-Weir survey of Education in B.C. was published the following year.)

SWAIN, Derek Anthony. "A History of Sport in British Columbia to 1885: A Chronicle of Significant Developments and Events." M.P.E. thesis, University of British Columbia, 1977. Canadian Thesis on Microfiche: 32599. [UBC: LE 3 B7 1977 A75 S83]

Based on newspapers of the time, this work outlines significant sporting developments and events from the 1858 Gold Rush to completion of the CPR in 1885. As early as the 1860s, some degree of organization existed for billiards, bowling, boxing, canoeing, gymnastics, handball, sailing, skating and quoits. By the 1880s, curling, cycling, lacrosse, and tennis had been added. The major sports became baseball, cricket, football, horse racing, rifle shooting, rowing and track and field. The preferences and popularity of sports in the general population influenced the sports offered in schools. Early school competitions around Fort Victoria in 1850 are described. Although this study overlaps the colonial era, emphasis is on the latter part of the period studied.

TOWNSEND, Joan Helen. "Protestant Christian Morality and the Nineteenth Century Secular and Non-Sectarian British Columbia Public School System." Canadian Thesis on Microfiche: 19651. [UBC: LE 3 B7 1974 A8 T69]

The author contends that the B.C. public school system, officially described as "non-sectarian", was more "Protestant Christian" in practice. Cited as evidence is the use of the King James version of the Bible, the authorization of Christian prayers between 1872 and 1876, and the Lord's Prayer and Ten Commandments between 1876 and 1882. Often the same buildings were used for Protestant worship and schooling. Protestant ministers were frequently guests, speakers or official visitors in schools. When teachers were told to inculcate "highest morality", it was assumed to be Protestant Christian.

The Interwar Years: 1919 to 1939

ARNOLD, Trevor Charles. "The Status and Influence of Sport and Physical Recreational Activities in British Columbia During the Depression and World War II." M.P.E. thesis, University of British Columbia, 1973. [UBC: LE 3 B7 1973 A75 A756]

This research highlights sport and recreational activity during two periods of social and economic turmoil in B.C. The author used government documents, legislative debates and newspaper reports as sources. Both provincial and federal governments introduced financial support for sport and recreation during the Depression. In 1934, B.C.'s Pro-Rec program was introduced; in 1937 Canada's Youth Training Act was passed, and in 1943 the National Physical Fitness Act was passed. All supported and funded sport. The war years saw this interest decline and all areas of sport suffered — even the sports and physical education activities in schools. War also caused a shortage of physical education teachers.

BROWN, JAMES E. "An Investigation Into the Supply of and Demand for Teachers in British Columbia." M.A. thesis, University of British Columbia, 1940. [UBC: LE 3 B7 1940 A8 B7 I5]

This is the first study (1925-40) conducted to determine the numbers of teachers existing and required in the province. It was prompted by the fact that, in the late '30s, many new teachers failed to secure positions. The author concludes that the openings occurred only through retirement, death or marriage — traditionally 7.5% of the total complement. He recommended controls on the numbers in the profession, similar to those then used in the state of New Jersey.

CAMERON, Maxwell A. "The Small High School in British Columbia." M.A. thesis in Education, University of British Columbia, 1932. [UBC: LE 3 B7 1932 A8 C2 S7]

Describes the philosophy underlying establishment of small high schools and outlines early-'30s curriculum. The author's ideas for reform of the system are set out in the concluding chapters where the problems of teachers and principals are considered. This thesis was written while the author served as principal of the Powell River High School. A copy of his survey questionnaire and compilations of data are appended.

CAMPBELL, Claude Lane. "The British Columbia Teachers' Federation." M.A. thesis, University of Washington, 1930. [UBC: LA 418 B7 C3]

The author outlines the steps in the creation of the B.C. Teachers' Federation, which was formed in December 1917. There was a groundswell of support for more teacher participation in the administration of schools. The means of accomplishing more teacher input was seen to be some form of teachers' organization. In some jurisdictions, superintendents encouraged this activity.

CHELL, Joseph. "A Plan for the Administration of Health Services in the Schools of British Columbia." M.A. thesis in Education, University of British Columbia, 1938. [UBC: LE3 B7 1938 A8 C4 P4]

Health service in schools having passed the initial experimental stage, the author deemed it time to consider ways to make its administration more efficient. The systems used in European countries, Japan, New Zealand and the U.S.A. are outlined, and the existing British Columbia organization is described with examples from the Peace River and Greater Vancouver Metropolitan health boards. Detailed budgets are presented along with the author's proposed organization plan.

ENGLISH, John Frederick Kerr. "The Combined Junior-Senior High School and Its General Adaptability to the Small Centres of British Columbia." M.A. thesis in Philosophy, University of British Columbia, 1933. [UBC: LE 3 B7 1933 A8 E4 C6]

Against the background of junior high school movements in Europe and the United States, the author describes the growth of the movement in Canada and in British Columbia. Historical beginnings and philosophy in the U.S. are noted. The junior high school was introduced in B.C. as a result of the 1925 Putman-Weir survey. The speed of implementing this recommendation meant B.C. was the first province to adopt the junior high school as a transition between elementary and senior high schools. The author demonstrates the economic, educational and administrative advantages of junior high schools — especially in small centres.

GROSS, Carl Henry. "Education in British Columbia, with Particular Consideration of the Natural and Social Factors." Ph.D. thesis, Ohio State University, 1939. [UBC: LA 418 B7 G76]

A discussion of the problems in operating an education system in the '30s and some of the unique approaches made by provincial authorities to counteract them. D.L. MacLaurin's history of education (1936 thesis), detailing educational legislation was used as background. This study focuses on natural and social conditions affecting education. A history of the consolidation movement respecting administrative units is given.

HUNTER, Gordon Muir. "Professional Growth-in-Service of the Teachers in the Public Schools of the City of Vancouver." M.A. thesis in Education, University of British Columbia, 1938. [UBC: LE 3 B7 1938 A8 H8 P7]

Advocating "a progressive continuity of teacher education", the thesis studies in-service opportunities through a survey of the Vancouver teaching force in January 1937. The survey questions are reproduced. Programs then available are described and suggestions made for new ones.

JONES, David C. "Agriculture, the Land and Education: British Columbia 1914-1919." Ed.D. thesis, University of British Columbia, 1978. Canadian Thesis on Microfiche: 37639. [UBC: LE 3 B7 1978 A2 J65]

The move to regenerate rural areas — to reverse the flight to the cities — was formally set out in the Agricultural Instruction Act of 1913, aimed at rekindling interest in country life. The thesis chronicles the career of J.W. Gibson who established the agricultural education program in schools. He began with the province-wide establishment of school gardens; when that proved impractical due to climate, pests and lack of manpower resources over the summer months, he turned to a livestock program tied to competitions in local fairs. The initiative was discontinued in the late '20s largely because farming was generally regarded as a low-status career. To expect one education program to solve the social and economic problems of rural areas proved unrealistic.

LEWIS, Norah Lillian. "Advising the Parents: Child Rearing in British Columbia During the Inter-War Years." Ed.D. thesis in Elementary Education, University of British Columbia, 1980. Canadian Thesis on Microfiche: 51737. [UBC: LE 3 B7 1980 A2 L48]

This study examines the individuals and agencies who sought to convince parents to abandon traditional child-rearing practices in favour of more "scientific" approaches. Their aim was to produce happy, upright, productive children. The campaign involved government pronouncements, films in theatres and schools, radio broadcasts and advertising by food companies. Health programs proliferated in schools — involving annual health inspections and the institution of the school nurse. This study identifies the types of messages conveyed during the '20s and '30s. Promoters believed their efforts were justified by declining child mortality rates.

LONDON, James Bruce. "The Dynamics of a Non-Professional Educational Organization: A History of the British Columbia School Trustees Association 1905-1980." Ed.D. thesis, Seattle University, 1985. [UBC: LB 2891 B7 L652]

This thesis records and analyses the BCSTA's activities over a 75-year period. Focusing on this organization as an important educational body, the study deals with the circumstances of its founding, its organizational character, its human and material resources and their application, and the relationship with the Ministry of Education and the BCTF.

LUKE, Allan. "Theory, Practice, Policy, Research: Concepts and Criteria for 'Literacy' in British Columbia 1920 to 1940". M.A. thesis in Education, Simon Fraser University, 1980. Canadian Thesis on Microfiche: 51037. [SFU: LB 1632 L85]

This thesis addresses the need for establishing a more substantial research base on the attainment of literacy in B.C. Conventional educational practices are identified in the late-19th and early-20th centuries. The study considers literacy within the classical model of education and the evolution of "literacy" as a set of socially useful skills.

MacKENZIE, Donald Barclay. "The Junior High School Movement in Canada." M.A. thesis in Education, University of British Columbia, 1937. [UBC: LE 3 B7 1937 A8 M15 J8]

The author describes the factors leading to the organization of the junior high schools in the

United States, then discusses the junior high school movement in Manitoba, Ontario and British Columbia. In the chapter on B.C., he explores the impact of the Putman-Weir survey (1925) and its recommendations, with examples drawn from Penticton and Vancouver schools.

MANN, Jean Simpson. "Progressive Education and the Depression in British Columbia." M.A. thesis in Educational Foundations, University of British Columbia, 1978. [UBC: LE 3 B7 1978 A8 M36]

By 1932, the B.C. economy was in severe crisis. Premier Tolmie appointed a group of businessmen to inspect all government departments and suggest means of reducing the provincial deficit. Their recommendations became known as the Kidd Report, published in 1932, which sought to restrict access to education after age 14 to all except families who could pay for it. The author argues that the policies of the '30s were not based on humanitarian motives. The King Report on School Finance in 1935 indicated that similar sentiments continued into the Liberal regime of T. Dufferin Pattullo.

NORTH, Roy Archibald. "The British Columbia Teachers' Federation and the Arbitration Process." M.A. thesis in Economics, University of British Columbia, 1964. [UBC: LE 3 B7 1964 A8 N6]

The author examines the changes in teachers' economic status since 1919 when school trustees were first permitted to negotiate salaries with teachers. The organization and methods of operation of the BCTF are considered along with the BCSTA and changes in government policy.

PLENDERLEITH, William A. "An Experiment in the Reorganization and the Administration of a Rural Inspectoral Unit in British Columbia." D. Paed. thesis, University of Toronto, 1937. [UBC: LB 2891 B7 P53]

Since 1900, rural administration had been carried out with virtually no changes. The author argues that a larger administrative unit would be a solid base on which to build a reorganized system. He feels this would lead to equalized tax assessment rates, better promotional prospects for teachers, and significant cost savings on insurance, banking and auditing. Plenderleith draws from his formal reports to the minister of education while serving as an inspector.

ROGERS, Anthony William. "W.P. Weston, Educator and Artist: The Development of British Ideas in the Art Curriculum of B.C. Public Schools." Ph.D. thesis in Social and Educational Studies, University of British Columbia, 1987. [UBC: LE3 B7 1987 A1 R63]

This thesis uses a biographical approach to examine the transfer of British art education methodology to British Columbia schools. The work of Weston, who settled in B.C. in 1909, was based on the notion of natural form as the basis of design and beauty. His influence was widespread, especially during the period he served as art master at the Vancouver Normal School from 1914 to 1946.

STORTZ, Paul James. "The Rural School Problem in British Columbia in the 1920s." M.A. thesis in Social and Educational Studies, University of British Columbia, 1988. [UBC: LE3 B7 1988 A8 S86]

An overview of conditions teachers faced in the province's one-room schools and a discussion of the policy adopted to develop "rural-minded" teachers who could better adapt to life away from the cities. The author explores urban administrators' lack of understanding of the economic, political and social conditions in small communities.

1940 to 1959

ANDREWS, John Hobart Maclean. "The Effect of Secondary Consolidation Upon Achievement in Fundamentals and Unit Cost." M.A. thesis in Education, University of British Columbia, 1954. [UBC: LE 3 B7 1954 A8 A63 E4]

A look back on the "revolution of consolidation" which was begun in 1945 with the creation of the large administrative district. Using the secondary schools of School District # 20 (which no longer exists), this study analyses the effects of consolidation upon pupil achievement in fundamental subjects and per-pupil cost. The author found no difference in achievement between students transported to consolidated

schools and those in the small rural schools. Costs in rural schools were about two thirds those of consolidated schools when transportation expenses were factored in. That consolidated schools maintained even quality with rural schools in fundamental subjects is regarded by the author as a notable achievement.

EASTON, Patrick Warren. "A Survey of Beginning Teachers in B.C. Public Schools." M.A. thesis in Psychology, University of British Columbia, 1960. [UBC: LE 3 B7 1960 A8 E2 S8]

This study examines attitudes of beginning teachers toward teaching. All beginning teachers in 1958-59 were sent the questionnaire used as the basis for this research. Results are compared with studies of beginning U.S. teachers and analysed by sex, training, grade level taught and location. Canadians were younger and had less formal training than their U.S. counterparts, and men had more formal training than did women. The study records teachers' attitudes toward their training, practicum experiences and career prospects.

JAMES, William. "Transportation of School Pupils With Special Reference to British Columbia." M.A. thesis in Education, University of British Columbia, 1942. [UBC: LE 3 B7 1942 A8 J2 T7]

This thesis presents the issues and problems associated with transporting students to and from school by buses owned or contracted by the district. This resulted from consolidation — the move from one-room schools to urban centres with greater educational, cultural and social opportunities. The study makes reference to the U.S. experience. Costs, safety, and contracts with drivers are included, and an extensive bibliography is appended.

JOHNSON, Francis Henry. "Changing Conceptions of Discipline and Pupil Teacher Relations in Canadian Schools." D. Paed. thesis, University of Toronto, 1952. [UBC: LB 3011 J6]

This thesis was written after an evaluation of survey results from teacher-training institutes, principals and teachers. It examines the traditions respecting the use of corporal punishment in Europe, the U.S. and Canada. The author moves into a discussion of positive approaches to discipline: introduction of competition, prizes, merit incentives. Precautions used to avoid discipline problems are also considered: regimentation, segregation of the sexes, military drill, smaller classes. The impact of the early child study movement, progressive education and contemporary research including the mental hygiene movement in Canada are presented and discussed.

LUKE, Allan. "Dick and Jane in Canada: A Critical Analysis of the Literacy Curriculum in British Columbia Elementary Schools 1945-1960." Ph.D. thesis in Education, Simon Fraser University, 1987. [SFU: LB 1573 L84]

This study is a critical analysis of the curriculum for teaching reading and related skills in the province's elementary schools from 1945 to 1960. After surveying the historical context of education in post-war British Columbia, the author examines three textbook series: the Curriculum Foundation Readers (*Dick & Jane*), the Canadian Parade Readers (*Gay Adventurers*) and Canadian Spellers. He traces the historical development of each series in the context of dominant trends in applied educational research, and textbook publishing and marketing. The author concludes that the post-war curriculum passed on to children a selective tradition of ideologically based values, knowledge and literacy.

O'BRIEN, Patrick Barney. "A Survey of the Positions of the Principal and Vice- Principal in British Columbia Schools." M.A. thesis in Psychology, University of British Columbia, 1959. [UBC: LE 3 B7 1959 A8 O2 S8]

The purpose of the thesis is to analyse the positions of these two senior administrative positions in order to recommend changes in duties and to suggest factors which should be considered in promoting individuals to these positions. All incumbents in B.C. schools in 1959 are profiled (except in schools with fewer than 150 pupils). This thesis is bound in two large volumes.

STEWART, Donald Granville. "Strathcona Nursery School: Its Contributions for Working Mothers." M.S.W. thesis, University of British Columbia, 1956. [UBC: LE 3 B7 1956 A5 S8 S8]

The Women's Bureau of the Department of Labour conducted a Canada-wide survey in 1956 on the family circumstances of married women. In this context, the author studied the mothers of children at Strathcona Nursery School using an adapted form of the same survey. Demographic

details of the subject families are analysed. A history of nursery schools is included.

TURNER, David Binnie. "Conservation in the Schools of British Columbia." M.A. thesis in Education, University of British Columbia, 1944. [UBC: LE 3 B7 1944 A8 T9 C7]

The author discusses the importance of teaching conservation as a philosophy or "way of thinking" in schools. In 1938, the subject was introduced into the junior and senior high schools as part of the social studies curriculum, and course outlines are included. The meaning of "conservation" had shifted by 1944 from "wise use" to "sustained production". A general plan is offered for conservation education in all aspects of school life.

WATSON, Eunice Lenore. "Social Services in the Vancouver Public School System: A Comparative Survey of the Administration of Social Services to Pupils, Mental Hygiene Division (Metropolitan Health Committee) Special Counsellors and Other Relevant Teaching Personnel, Vancouver, 1959." M.S.W. thesis, University of British Columbia, 1959. [UBC: LE 3 B7 1959 A5 W2 S6]

This is a study of social services available to children in Vancouver and how they could be obtained. It includes a brief survey of school social workers in nine provinces. The results show a marked similarity between the roles of special counsellors and school social workers, and an overlap in the functions of the counsellors and the public health nurses.

WRIGHT, Mary L. "The Organization and Administration of Girls' Intramural Programs in Selected Secondary Schools of British Columbia." M.Sc. thesis in Hygiene and Physical Education, Wellesley College, 1953. [UBC: HR GV 347 W8]

Until the early '50s, physical education had attracted less respect in B.C. education circles than had been the case in U.S. schools. The author examines availability of girls intra-mural programs in terms of their goals, standards and results. The study focuses on selected secondary schools in the Lower Mainland to examine leadership, participation, time schedules, program of activities, point systems, teacher load and the relationship of the intra-mural program to the rest of the physical education curriculum.

1960 to 1989

ARMSTRONG, Henry Graham. "An Output Adjusted Price Index for Public School Expenditures in British Columbia (1961-1969)." Ed.D. thesis, University of British Columbia, 1972. [UBC: LE 3 B7 1972 A2 A75]

This thesis examines the validity of four commonly held assumptions about public school policy in B.C.: the rate of increase in the price of education exceeding price increases in the economy generally; increased purchases of goods and services that are not required for the educative process; a reduction in the flow of funds curtailing the purchases of goods and services not required for the educative process; and the rate of increase in the price of education being curtailed by reducing the flow of funds to schools and restricting rates of teacher salary increases. The author finds none of these assumptions to be true.

ARNOLD, Marjorie Jill. "An Evaluation of the Curriculum in Physical Education in Eight Selected Secondary Schools." M.P.E. thesis, University of British Columbia, 1969. [UBC: LE 3 B7 1969 A75 A75]

An investigation of the hypothesis that the curriculum content affects the opinion of Grade 8 and Grade 11 girls toward physical education. Results indicate it was important to offer more variety in the curriculum and to accommodate students' preferences such as less emphasis on team sports. Students had more positive opinions of physical education whenever they were able to make choices.

AUMAN, Jane Tate. "A Documentary Analysis of the British Columbia School Health Programs (Secondary)." Ed.D. thesis in Science Education, University of British Columbia, 1987. [UBC: LE 3 B7 1987 A2 A95]

The author examines the school health program through an investigation of selected teacher and health professional curricula documents. Results reveal an extensive school health program officially prescribed at the secondary level, including the "hidden curriculum" of health in science, physical education and guidance courses.

BALDWIN, Thomas G. "Junior Secondary School Program Development at Three Rural Schools in District #60: Difficulties and Alternatives." M.Ed. project, Simon Fraser University, 1986. [SFU: LB 1623 B35]

This study examines the problems of operating in remote regions such as Peace River North and how they might be addressed. Long-range planning and alternative program delivery methods are discussed.

BALLOU, Briar Elizabeth. "Improving the Quality of Working Life for Teachers and Pupils." M.Ed. major paper in Educational Administration, University of British Columbia, 1985.

Quality of Working Life programs can be effective in improving productivity, reducing high rates of absenteeism and alleviating job dissatisfaction. Because schools are subject to these problems, educators can benefit from QWL. Strategies for implementing and maintaining these programs are presented.

BEAIRSTO, James Atley Bruce. "Intermediate Computer Use: A Survey of the Nature and Extent of Computer Use in Intermediate Classrooms in British Columbia." M.A. thesis in Education Curriculum, University of British Columbia, 1986. [UBC: LE3 B7 1986 A8 B42]

This paper reports the results of the nature and extent of computer use in intermediate-level classrooms and examines teachers' rationale for computer-based instruction. Data were collected between December 1985 and June 1986.

BEAMIN, Charles. "Analysis of the Lobbying Strategies of the British Columbia Teachers' Federation and the British Columbia Trustees' Association." M.Ed. project, Simon Fraser University, 1987.

This study examines BCTF lobbying activity around the introduction of restraint policies proposed by Premier W.R. Bennett in 1982. The author points out the importance of adopting a lobbying strategy for institutional groups that possess extensive human and financial resources and have a wide range of objectives.

BENNETT, Fred Harold. "The Relationship Between School Size and School Organizational Climate in the Vancouver, B.C., Canada, School District, 39." MBA thesis, University of British Columbia, 1977. [UBC: LE 3 B7 1977 A45 B45]

This study examines how to change a school climate by leading it from a "closed" to a more "open" system. The results indicate that reduction of enrolment may improve "organizational climate". Conclusions: smaller schools are essential if the principal's leadership is not to be smothered; school size — area and density — is less important than effecting reductions in enrolment and staff size.

BROOK, David J. "A Study of Four Technical-Managerial Tasks Performed in Vancouver Elementary Schools." M.Ed. major paper in Educational Administration, University of British Columbia, 1983.

This study analyses procedures used to perform technical/managerial tasks such as timetabling facilities and teachers, budgeting, and managing classroom and textbook supplies.

BROUGHTON, Michael Patrick. "The Canadian Charter of Rights and Freedoms: Impact on Educational Policy." M.Ed. major paper in Educational Administration, University of British Columbia, 1985.

The author advocates that educators adopt a pro-active stance in understanding the opportunities and potential problems offered by the Charter of Rights and Freedoms. He compares the Canadian experience with that in the U.S.A.

BURBIDGE, M.P. "An Evaluation of the Aims of Education in British Columbia in Terms of the Emotive Theory of Ethics." M.A. thesis, University of British Columbia, 1963. [UBC: LE 3 B7 1963 A8 B8 E9]

This study assesses the aims of education in a liberal democratic society comprising a number of various social groups with different values. Formal training in the nature of morals is essential to national survival, the author concludes.

CALVERT, Gordon. "Growth of Non-Fisa Christian Schools in British Columbia 1975-1985." M.A. thesis, University of British Columbia, 1988. [UBC: LE3 B7 1988 A8 C34]

The author examines the growth of small church-related Christian schools in B.C. outside the Federation of Independent Schools Association. He presents the rationale for parental choice in deciding more traditional education suited to their

personal philosophies. The majority of schools studied were founded between 1977 and 1981.

CAMERON, Ian Julian. "School Board-Public Conflict in British Columbia." Ed.D. thesis, University of British Columbia, 1981. Canadian Thesis on Microfiche: 54976. [UBC: LE 3 B7 1981 A2 C35]

Looking at the relationship between school boards and their communities, the author investigated the issues which lead to conflict. Minutes of the 1978 meetings of 27 school boards are analysed. A questionnaire administered to board members and district officials was used to gauge conflict. It is determined that the incidence of conflict increases with population growth and is particularly intense when the welfare of pupils is involved. Large urban districts experienced greater conflict over physical plant issues and instruction than did rural districts.

CLARK, George Allan. "Changing Patterns of Decision-Making and Implications for Curriculum Planning in British Columbia." M.A. thesis in Education, University of Victoria, 1977. [UVIC: LA 418 B7 C52]

A study of the dynamics of change with respect to decisions in B.C. about schools and curriculum. Clark sees the first hundred years as showing a steadily increasing centralization of authority and responsibility for decision-making. New patterns began to emerge when communities sought to have more flexibility in school operations to accommodate their needs. The study focuses on the nature, sources and uses of power as the system was centralized or otherwise modified.

CLARKE, Patrick Sean. "Social Studies in B.C. Schools: Education or Alienation?" M.A. thesis in Curriculum and Instructional Studies, University of British Columbia, 1982. Canadian Thesis on Microfiche: 63040. [UBC: LE 3 B7 1982 A8 C535]

This study presents the theoretical concepts of "political socialization" (a process of values allocation in which beliefs are transferred from one generation to another) and "political education" (a subjective analysis which concentrates on questioning values through critical inquiry). The author postulates that the B.C. social studies curriculum has been inclined towards "political socialization", students becoming alienated. He suggests that the 1979 curriculum represented a step in the direction of "political education".

CLEATHERO, Bernard S. "Survey of Teenage Drinking Patterns in S.D. #36, Surrey, B.C." M.A. thesis in Special Education, University of British Columbia, 1982. [UBC: LE 3 B7 1982 A8 C54]

Students at 15 schools are analysed according to age, sex, type of school and demographic area, revealing that parents play a major role in introducing students to alcohol; some continued drinking with their children and acted as sources of supply. Society's responsibility toward teenagers is weighed.

CUNNINGHAM, Robert Francis. "The Latecomer to Teaching in British Columbia." M.A. thesis, University of Washington, 1963. [UBC: LA 418 B7 C8]

Biographical sketch of the older beginning teacher in the '60s, including work experience, service time and reasons for deciding to teach. This population of latecomers is compared to normal-aged entrants with respect to standing, practice teaching and attitudes toward teaching. The author finds they compare favourably with their younger counterparts.

DAVIS, Brian Kenneth. "Teacher Job Satisfaction and Decisional Participation in the Public Schools of British Columbia." M.A. thesis in Education, University of Victoria, 1978. Canadian Thesis on Microfiche: 39392. [UVIC: LB 2806 D35]

This study was carried out in two B.C. school districts. It links the level of job satisfaction to the level of "decisional participation" and certain biographical data. The author found high job satisfaction was related to "realized desire to participate". Low satisfaction related to "decisional deprivation" and the "realized desire not to participate". Higher job satisfaction was found in the urban district.

DEBECK, Susan E. "Who's News, What's News in Education: A Content Analysis of Newspaper Articles Featuring Bill Vander Zalm, Minister of Education in British Columbia 1982-83." M.A. thesis in Education, Simon Fraser University, 1985. [SFU: LA 418 B7 D48]

Analysing the content of all pertinent newspaper articles in the two Vancouver daily newspapers for the eight-month period that Vander Zalm was

Minister of Education, the author makes inferences about why this minister received so much press attention and the effect this type of coverage has on the public's perceptions of education. The major issues surrounding the teaching profession are layoffs, job security and rollbacks in salaries. The author concludes that the public receives a distorted view of educational matters through this medium.

DEETER, Burton Charles. "A Survey of Science Fairs in S.D. #36 (Surrey)." M.A. thesis in Science Education, University of British Columbia, 1987. [UBC: LE3 B7 1987 A8 D43]

As of 1987, the Surrey School District had sponsored a district science fair for grades 4 to 7 for 21 years. This thesis analyses the participation of young pupils and the assistance they required to complete projects satisfactorily.

DIRKS, Michael Karel. "The Operational Curricula of Mathematics Teachers in British Columbia." Ed.D. thesis in Mathematics Education, University of British Columbia, 1986. [UBC: LE3 B7 1986 A2 D57]

The author examines the three content areas (arithmetic, algebra and geometry) of Math 8. Data covers presentation and time allotted to the content topics during the 1980-81 school year.

DRAGOJEVICH, Francis J. "The Funding of Roman Catholic Schools in British Columbia: Issues and Implications." M.Ed. major paper in Educational Administration, University of British Columbia, 1989.

This paper examines the relationship between different school-funding policies and the resulting school characteristics. The author looks at how Roman Catholic schools have changed in response to public funding and discusses the implications of financing in public and non-public schools.

ENSING, Gerard W.J. "Transmission of Values in Education: The Challenge of Reflecting the Canadian Mosaic." M.Ed. major paper in Educational Administration, University of British Columbia, 1986.

Public schools are said to be neutral with respect to religious values. Disputing this, some minority groups advocate that various values should be represented to reflect our pluralistic society. Current teacher training de-emphasizes the role of values in the schools, the author notes.

FIRTH, Kerry E. "Cultivating Teaching: Is Clinical Supervision a Viable Tool for the B.C. Principal?" M.Ed. major paper in Educational Administration, University of British Columbia, 1978.

This paper presents the view that the principal is the one responsible for increasing teaching effectiveness in his or her school. It examines some of the prevailing motivating factors: conventional wisdom, school politics, professional considerations and teachers' self-interest. It also examines clinical supervision as a tool for increasing teacher effectiveness in B.C.

FORBES, Patricia J. M. "The Case for the Establishment of Primary Schools in the Province of British Columbia." M.A. thesis in Education, Simon Fraser University, 1978. [SFU: LA 418 B7 F643]

Kindergartens became mandatory in B.C. in 1973. This thesis examines how the classes were introduced and integrated with elementary schools. The author considers the experience of the British Infant School where nursery school, kindergarten and primary grades are blended into a continuum of early-childhood education.

FORD, Carole Lorraine. "Macro-Implementation of Critical Thinking in British Columbia's Social Studies Curriculum." M.A. thesis in Education Curriculum, University of British Columbia, 1988. [UBC: LE3 B7 1988 A8 F67]

The author finds that the existing curriculum lacked clarity and was being interpreted in different ways. She recommends better communication between the Ministry of Education and teachers.

FRANSILA, Raya Birgit B. "The Process of Curriculum Change: A Case Study of Elementary Teachers Implementing the Art Component of the B.C. Ministry of Education Fine Arts Curriculum." Ed.D. thesis in Education Curriculum, University of British Columbia, 1989. [UBC: LE 3 B7 1989 A2 F72]

This thesis examines how elementary classroom teachers responded to the task of implementing the 1985 B.C. Ministry of Education Art Curriculum Guide in one urban elementary school. It discusses what motivates teachers to engage in an implementation process. This research suggests that acceptance is incremental and, therefore, the process should be extended over several years.

FRIEDERICH, David Herbert. "Account of a Staff Development Project in a British Columbia Rural School." M.Ed. major paper in Educational Administration, University of British Columbia, 1986.

In the current wave of economic downturn and decline in resources allocated to schooling, there is increased emphasis on staff development to improve adoption of new approaches. This study reports on such a project in a rural area (Rolla School District) in the mid-'80s, and how it enhanced teacher satisfaction.

GARVIN, Mary-Jane. "Report on the Consumer Education Course: Vancouver School District." M.A. thesis in Education Curriculum, University of British Columbia, 1988. [UBC: LE3 B7 1988 A8 G37]

How do influences at the school level contribute to changes in the school curriculum as originally prescribed? The author interviewed 23 of 41 Consumer Education teachers in Vancouver School District. She found a higher level of support for the course in the east end, where the school population tends to be at the lower end of the socio-economic scale.

GIBBENS, Trevor P. "The Administrative Impact of Computers on the British Columbia School System." M.A. thesis in Educational Administration, University of British Columbia, 1986. [UBC: LE3 B7 1986 A8 G52]

This study scrutinizes historic and contemporary policy developments with respect to administrative computer systems in B.C. public schools. The 25-year process gained momentum between 1980 and 1984.

GRANTS, Lynette Marie. "Mainstreamed Learning Disabled Students at the Junior High School Level: A Study of Teacher Attitudes and the Variables Which Affect Attitudes." M.A. thesis in Education, Simon Fraser University, 1987. [SFU: LC 4706 C22 B748]

This thesis investigates the following issues: behaviour, curriculum and standards, time, administrative and specialist support, training and expertise, parental expectations, and regular versus segregated placement in schools. It concludes that the availability of additional support services affected teachers' attitudes and their acceptance of responsibility for special needs students.

GREEN, Douglas James. "Toward Equality: An Examination of the Impact of Recent Changes in Provincial Government Policies on Funding Public School Education in Metro Vancouver." M.Ed. project, Simon Fraser University, 1987. [SFU: LB 2826.6 C2 G744]

This study discusses the powers embodied in the Education (Interim) Finance Act of February 1982 which gave the ministry added powers over local school boards and set ceilings on district budgets. The author focuses on the effectiveness of the legislation in equalizing pupil costs in Metro Vancouver and makes recommendations to improve educational financing in the province.

HANNAH, John Stewart. "An Evaluation of School-Based Management in British Columbia Schools." M.Ed. project, Simon Fraser University, 1985. [SFU: LB 2826.6 C26 H355]

This project examines the impact of the financial management system introduced in 1983 to govern public education budgets. It concludes that school-based management has some chance of providing an improved educational climate despite the difficulties imposed by restraint policies.

HARRISON, John Ward. "Bills 19 and 20: Some Realities and Implications for Education in British Columbia." M.Ed. project, Simon Fraser University, 1989. [SFU: LB 2537 B7 H37]

An investigation of the 1985 constitutional challenge launched by the BCTF to legislation denying the profession full collective bargaining rights. The thesis also discusses implications for teachers after the authority to certify and discipline them was vested in the College of Teachers by Bill 20.

HASKINS, A. Robert "Causes and Implications of Declining Enrollment: Focus on the Vancouver School System." M.Ed. major paper in Educational Administration, University of British Columbia, 1978.

The author discusses how birth rates, immigration, migration and property values contributed to declining enrolment in Vancouver in the 1970s. He notes that the enrolment decline was not accompanied by a parallel cost decline. Based on a needs assessment and organizational-health approach, the author offers recommendations for districts facing dropping enrolments.

HERON, Michael P. "Education Finance in British Columbia: Practical Budgetary Applications for Practising Administrators." M.Ed. major Paper in Educational Administration, University of British Columbia, 1984.

Financing of schools by governments is meant to accomplish a standard of education or access to opportunity which would not exist under free market conditions. This study looks at ways to ensure that taxpayers are treated equitably and education funds are allocated so as to achieve the goals of the system. Special attention is paid to the effects of and response to the restraint conditions brought about by the Education (Interim) Finance Act of 1982 and its 1983 amendment.

HERRING, Walter Alexander. "French Language Resources and the Secondary School Library, with Recommendations for British Columbia." M.A. thesis in Education, University of British Columbia, 1969. [UBC: LE 3 B7 1969 A8 H48]

This paper surveys the existing relationship between the teaching of French in secondary schools and school library resources in B.C. Author recommends offering independent French-language study facilities. A list of reading materials related to French courses is appended.

HICKLING, Kenneth Joseph. "Industrial Education in the Elementary School Curriculum." M.A. thesis in Education, University of British Columbia, 1979. [UBC: LE 3 B7 1979 A8 H53]

The purpose of the study is to design a curriculum that places emphasis on problem-solving through the practical approach of woodworking. Existing programs emphasized skills development but very little problem-solving. The study was conducted in the Vancouver School District.

JACKSON, Edwin William Thomas. "The Development of a Residential Outdoor Science School in West Vancouver School District." M.Sc. thesis in Education, Simon Fraser University, 1976. Canadian Thesis on Microfiche: 35927. [SFU: LB 1585 J33]

This is a study of the design, development and operation of an outdoor program conducted by the West Vancouver School District. Significant interpersonal learning resulted from the residential experience.

KINZER, Charles Karl Horst. "A Status Survey of Reading Programs in British Columbia Secondary Schools: 1976." M.A. thesis in Education, University of British Columbia, 1976. Canadian Thesis on Microfiche: 29927. [UBC: LE 3 B7 1976 A8 K55]

A descriptive study of reading programs in 331 B.C. schools. The study finds the majority of the available programs either remedial or developmental in nature. Administrators expressed dissatisfaction over the reading programs, while admitting that most teachers had little training in reading instruction. The author concludes that greater emphasis should be placed on disadvantaged, corrective and content instruction in reading.

KIRALY, George. "Governmental Funding for Music Conservatories: A Case for a British Columbia Review." M.Ed. major paper in Educational Administration, University of British Columbia, 1986.

This paper discusses recent developments in music education in Canada, specifically in B.C.'s 10 conservatories of music. The author argues that these are an ideal vehicle for serving the arts, and provides evidence that establishing a provincially funded conservatory system would be a good investment on both economic and social grounds.

MacDONALD, Maureen. "The Greying of British Columbia's Teachers: Implications for the Principal's Role." M.Ed. major paper in Educational Administration, University of British Columbia, 1985.

This study investigates how an aging teaching corps affects the role of the principal. It examines career development, work motivation and offers a research-based profile of the mid-career teachers and their needs. The suggestion is that these teachers are an experienced elite who are assets, not liabilities, to their principals.

McKNIGHT, Jennifer Marie. "A School District Resource Centre Based Implementation Strategy for the Visual Arts Component of the 1985 B.C. Elementary Fine Arts Curriculum." M.A. thesis in Art Education, University of British Columbia, 1986. [UBC: LE3 B7 1986 A8 M356]

This thesis examines the role of the District Resource Centre in the implementation of art and instructional media programs.

MACKWORTH, Marian Elizabeth. "Attitudes of Secondary School Graduates and Teachers Towards the Literacy Skills of University-Bound Students in British Columbia." M.A. thesis in Education, University of British Columbia, 1978. Canadian Thesis on Microfiche: 40704. [UBC: LE 3 B7 1978 A8 M345]

Teachers of Grade 12 English and recent high school graduates enrolled in English 100 at UBC were surveyed. The purpose was to ascertain the attitudes held by each group toward the literacy and communications skills required for successful university study. The groups agreed on what skills were needed, but there was less agreement on rating the levels of individual skills required by students.

MATTHEWS, Lynne Diane. "Evaluation Policies for British Columbia School Administration." M.Ed. major paper in Educational Administration, University of British Columbia, 1986.

A commentary on school board statements concerning evaluation of principals. The author investigated the rationale for and purpose of evaluation, frequency of principal reports, handling of unsatisfactory reports, and use of evaluation instruments. She recommends that province-wide standards be established.

MAYNARD, Beverley June. "Quality of Working Life: The Case of Schools." M.Ed. major paper in Educational Administration, University of British Columbia, 1985.

Describes the successful introduction of Quality of Working Life programs into schools, including solutions to common problems arising during implementation. The impact on school-based management is considered.

MORGAN, Margaret Teresa. "The Genuine Education Movement: The Characteristics and Development of a Reform Movement in Education." M.A. thesis in Education, Simon Fraser University, 1975. [SFU: LA 418 B7 M67]

The Genuine Education Movement began in Vancouver in 1974. This study analyses the opinions of members, half of whom participated. What emerges is a profile of a homogeneous group — married, Protestant, above average education and income — with a high level of agreement on educational issues.

MUNTON, Patricia Diane. "Analysis of Teacher Attitudes Toward the 1983 British Columbia Teachers' Strike." M.Ed. project, Simon Fraser University, 1987. [SFU: LB 2844.47 C26 M857]

One thousand teachers were surveyed in eight school districts to determine their reasons for support or non-support of the 1983 strike over B.C. educational finance policies. Teacher militancy and events leading up to the strike are discussed.

NICHOLLS, Alan Clifford. "The Significance of Judicial Decisions for the British Columbia Public School System." M.A. thesis in Education, University of Victoria, 1981. Canadian Thesis on Microfiche: 58629. [UVIC: LB 2537 B7 N5]

A substantial number of decisions made by courts of law in Canada, England and the U.S. are relevant to the operation of the B.C. public school system. After evaluating these decisions, the author presents 12 major findings and speculates on the likelihood that the B.C. school arena would become more litigious. The propriety of using the courts to make decisions about education is considered.

NIELSEN, Valerie. "Civic Party Affiliation of Candidates in the 1978 Vancouver School Board Election and Their Attitudes to Selected Educational Issues." M.A. thesis in Education, Simon Fraser University, 1980. [SFU: LB 2831 N54]

This study analyses how school boards function when made up of non-partisan members. Such school boards tend to become dominated by professional educational staffs and thereby less responsive to public opinion. The study suggests political parties can serve a useful purpose in presenting candidates' stands on issues.

NIJHAR, Karnail Singh. "Teachers' Attitudes Towards the Application of Merit Pay Programs in British Columbia." M.B.A. thesis, University of British Columbia, 1965. [UBC: LE 3 B7 1965 A45 N3]

Given the BCTF's vigorous official opposition to merit pay, the author surveyed 400 B.C. teachers to assess individual attitudes. Results show that slightly less than half (48%) opposed merit rating, and the rest were either in favour (39%) or uncertain (13%). A copy of the questionnaire used is appended.

O'SHEA, Sharon P. "Factors Inhibiting the Successful Implementation of Clinical Supervision in British Columbia During 1983-84." M.Ed. major paper in Educational Administration, University of British Columbia, 1985.

The author believes clinical supervision can contribute to teacher growth and excellence and to organizational success. She nonetheless conducted research to test the feasibility of mandatory clinical supervision as prescribed by the 1979 *Administrative Handbook*. She identifies two major impediments to the success of the program: low levels of teacher trust and provincial government financial restraint.

PAULIN, Robert Stanley. "Curriculum Implementation in a Small and Isolated School District." M.A. thesis in Curriculum and Instruction, University of British Columbia, 1985. [UBC: LE 3 B7 1986 A8 P37]

This thesis describes and analyses the introduction of a social studies program in a small district (Vancouver Island West) during the 1983 to 1985 school terms. The author notes the resourcefulness and pragmatism shown in the classroom when few support services or personnel assistance are available, and makes recommendations for overcoming difficulties in similar situations.

PETERSON, Murray Stephen. "A Case Study of the Strategies For Change Used in the Implementation of Gifted and Talented Education Programs in School District #41." M. Ed. project, Simon Fraser University, 1988. [SFU: LC 3995.4 B7 P48]

This study assesses existing programs and discusses their future. Such programs have become part of "special education". The conclusion is that these types of offerings would develop as one of the broader concerns of special education.

REXIN, Philip Arthur. "Sacrificing Intellectual Excellence to Administrative and Political Convenience in British Columbia Schools: Departmental Examinations Re-Examined." M.A. thesis in Social and Educational Studies, University of British Columbia, 1985. [UBC: LE 3 B7 1985 A8 R49]

The year 1973 saw the re-introduction of departmental examinations for high school graduation. This thesis examines the origin of the concepts used to explain this policy change and the historical context in which the decision was made. The study asks whether such examinations have ever led to encouragement of intellectual excellence.

SKOGSTAD, Judy Lee. "Family Mobility and Educational Planning." M.A. thesis in Planning, University of British Columbia, 1973. [UBC: LE 3 B7 1973 A8 S56]

Educational planners must consider differential growth rates among school enrolments to predict school populations and to ensure optimal use of facilities. Mobility and urbanization are factors in changing growth rates. This study focuses on migration patterns in Vancouver.

TOMLIN, G. Frederick. "A Survey of the Criteria Used in Teacher Evaluation in British Columbia." M.Ed. project, Simon Fraser University, 1985. [SFU: LB 2838 T655]

The B.C. Schools Act requires that teachers be evaluated. Concerned that these evaluations might not reflect equitable judgments about the quality of teaching, the author examines the criteria in use. He discovers that similar criteria are in use and that efforts are being made to standardize criteria. He notes that a standard set of criteria is being developed for use in B.C.

TUFOUR, Joseph K. "Changes in Students' Attitudes Towards Conservation Resulting From Outdoor Education: A Case Study." Ed.D. thesis, University of British Columbia, 1982. Canadian Thesis on Microfiche: 59357. [UBC: LE 3 B7 1982 A2 T83]

This case study investigates whether a structured program can develop in students a positive attitude toward conservation of energy, plants and wildlife. It was shown that residential outdoor education can enhance student conservation attitudes.

TURNER, Stanley Alfred. "A Longitudinal Study of Sex Segregation Effects on Learning Performance at the Primary Level." M.A. thesis in Education, University of Victoria, 1973. [UVIC: LB 1555 T87]

Test batteries were administered to two separate classes of Grade 1 pupils in Victoria — one class of

each sex exclusively. Evidence derived from longitudinal testing showed that segregation was a disadvantage to girls, and that this disadvantage could persist after future integration. Although boys achieved less well when segregated, they showed no evidence of impaired learning ability when placed in integrated classrooms later on.

TYLLINSEN, Seija. "The History of the Separation of Principals from the British Columbia Teachers' Federation." M.Ed. major paper in Educational Administration, University of British Columbia, 1988.

The issue of removing principals from the BCTF dates back to the early 1970s. This study examines the role of the principal and the conflict which arose with attempts to limit or eliminate the role of principals within the BCTF. A history and analysis of the conflict is presented covering the period 1973-87.

VARRO, Timothy Joseph. "Facilities and Equipment in Use in Secondary Art Programs in British Columbia." M.A. thesis in Art Education, University of British Columbia, 1989. [UBC: LE 3 B7 1989 A8 V7]

This study is a compilation of data submitted by 187 art teachers to determine the physical conditions under which art was being taught in the secondary schools in the 1980s.

WALLACE, Donald J. "The British Columbia Accreditation Process: A Critique." M.Ed. major paper in Educational Administration, University of British Columbia, 1984.

The paper reviews four classes of evaluation models. Current models involved self-improvement and certification functions. The author recommends an accrediting agency be established. He describes the experience of being evaluated for accreditation and of participating on the accreditation evaluation team.

WAYMARK, Graeme Stuart. "Political Influence of the Individual in Educational Policy-Making: The Case of the Independent Schools Act." M.A. thesis in Education, Simon Fraser University, 1989. [SFU: LB 2828.6 C2 W39]

This thesis examines the interaction of individuals, lobbies, political parties and bureaucrats during the policy-making process at the legislative level leading to the enactment of the British Columbia School Support (Independent Schools) Act of 1977.

WOODROW, James. "Authority and Power in the Governance of Public Education: A Study of the Administrative Structures of the British Columbia Education System." Ed.D. thesis, University of British Columbia, 1974. Canadian Thesis on Microfiche: 19672. [UBC: LE 3 B7 1974 A2 W569]

The study determines the kinds of administrative authority and power stipulated in the Public Schools Act of 1972 of the following: Minister, Deputy, Provincial and District Superintendents, Teachers, Principals and Trustees. The author also analysed the nature of the political context in which administration of schools takes place and identified a close parallel between political and administrative action.

WOODS, Joyce H. "Enlightened Cherishing of Art: Formative Influences and Their Relevance to British Columbia Art Curricula." M.A. thesis in Art Education, University of British Columbia, 1987. [UBC: LE3 B7 1987 A8 W66]

This thesis documents influences on people who appreciate art and assesses implications for B.C. fine arts curricula. The author recommends that the level of training in aesthetics, art history and studio methods be upgraded.

WOODWORTH, TIM R.P. "A Study of the Systems of Financing Education in British Columbia, Alberta and Saskatchewan." M.Ed. major paper in Educational Administration, University of British Columbia, 1977.

A comparison of education-financing systems in B.C., Alberta and Saskatchewan. The author finds that B.C.'s formula for financing elementary and secondary education is the most complex. He recommends ways in which the federal government could equalize the ability of provinces to pay for education, thereby providing equal access to education.

WOOLMAN, Clyde "An Examination and Analysis of Interest Group Influence on District Policy Formation." M.Ed. major paper in Educational Administration, University of British Columbia, 1983.

Three types of interest groups — solidary, economic and purposive — were studied to

determine the degree of influence of each. The author notes that interest-group influence abates, or is reduced to very little activity, during periods of little conflict but can become strong when controversy occurs.

WORMELI, Charles T. "Development of the British Columbia Quick Individual Educational List." Ed.D. thesis, University of British Columbia, 1984. [UBC: LE3, B7 1984 A2 W67]

This study is an attempt to develop an individualized screening achievement test for elementary pupils.

WRIGHT, Annette E. "The Nature of Legislated Policy: A Comparative Analysis of Selected Educational Legislation." Ed.D. thesis, University of British Columbia, 1979. [UBC: LE 3 B7 1979 A2 W75]

This thesis examines educational legislation as "metapolicy" — policy which guides the policy-making process. Policies passed as legislation in all 10 provinces are categorized according to broad functions such as managing school property, defining roles for teachers and students, and establishing a basis of local finance. Three interlocking policy frameworks emerge: legal, procedural and operational. The author concludes that the most effective legislation tended to be the least specific.

YRI, Marlene Ingrid. "The British Columbia Teachers' Federation and Its Conversion to Partisanship, 1966-1972." M.A. thesis in Political Science, University of British Columbia, 1979. [UBC: LE3 B7 1979 A8 Y75]

Groups such as the BCTF are normally non-partisan, the author notes, contending that the BCTF became an exception in reaction to the outlook of the W.A.C. Bennett government. Her study of the BCTF's conversion to partisanship is based on interviews with teachers, BCTF executive and staff members, school trustees and members of the government. She attributes this trend to five factors: restrictive government education policies (particularly legislated removal of automatic membership provisions in the BCTF and elimination of teachers' bargaining rights); societal trends of the late '60s and early '70s such as increasing militancy among teachers elsewhere in Canada; a power struggle within the BCTF between the long-serving general secretary and the elected executive; the increased wealth and experience of the organization; and the education department's alleged incompetence between 1965 and 1970 when teachers believed the deputy minister was ignoring the public school system in favour of post-secondary education.

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KONRAD, Abram Gerhard. "Public Support of Private Education — An Analysis of the Practice and Opinion in Alberta and British Columbia." M.Ed. project, University of Alberta, 1962.

LONGMORE, Alexander John. "Survey of the Status and Role of Vice Principals in Selected School Districts in British Columbia." M.Ed. project, University of Alberta, 1968.

LUPUL, M. R. "Selected Bibliography of the School Question and Canadianization in Western Canada With a Special Section on the Ukrainians, 1870-1970." University of Alberta, 1970.

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UHLMAN, Charles Clarence. "Staffing and Salary Ratios in School Districts in British Columbia." Ph.D. thesis in Educational Administration, University of Alberta.

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ARTICLES

General

AHSAN, Syed Aziz-Al. "School Texts and the Political Culture of British Columbia, 1880-1980." *B.C. Studies* 63 (Autumn 1984):55-72. [UBC: FC 3801 B18 S88]

Using content analysis, the author examines how school textbooks have reflected the changing character of B.C. society. Three themes are expressed: the extent to which an egalitarian message found increasing expression in school texts, the degree to which texts encouraged ethnic and racial pluralism, and the extent to which texts indicated the increasing secularization of society.

ASANTE, Nadine. "The First Hundred Years of Vancouver Schooling." *B.C. Motorist* Vol. 10, No.6 (September-October 1971):16, 21-22. [UBC: GV 1027 B3]

This article describes the furnishings in Hastings Mill School (Vancouver's first) and mentions the schools and school buildings that followed. It features Mount Pleasant School, established in 1891.

BARMAN, Jean. "The Preparatory School Abroad: From Britain to British Columbia." *History of Education* Vol. 15, No. 1 (1986):1-9. [UBC: LA 11 H58 E38]

As in other parts of the Empire, the British model of class-based private education was transferred to B.C. in an effort to perpetuate British principles and traditional practices. Spurred by the 1896 federal immigration campaign, the province's population was one-third British-born by 1911. The article describes the founding of approximately 100 private schools during the first 40 years of the 20th century. These schools provided employment opportunities for recent arrivals from Britain.

BARMAN, Jean. "Marching to Different Drummers: Public Education and Private Schools in British Columbia 1900-1950." *British Columbia Historical News* Vol. 14, No. 1 (Fall 1980):2-11. [UBC: FC 3801 B72 H44]

A discussion of the desire for choice in schooling and the reasons parents had for supporting private-venture schools. Non-Catholic schools declined with the establishment of a public system, one that was well-developed by 1920. However, the turn-of-century influx of British immigrants caused a resurgence of interest in British-style private schools. The author describes the establishment of several private boys' schools and notes that, in the interwar era, the public system followed U.S. trends, while private schools remained steadfastly British. In her view the many attempts to provide private schooling in B.C. bolster the case for such alternatives.

BARMAN, Jean. "Pioneer Teachers of British Columbia." *B.C. Historical News* Vol. 25, No. 1 (Winter 1991-92): 15-18.

During the early decades of the public school system in B.C., teachers were either trained elsewhere or were graduates of B.C. high schools with no special training. The author groups the kinds of people who went into teaching and illustrates the categories with individual stories.

BARMAN, Jean and Neil Sutherland. "Royal Commission Retrospective." *Policy Explorations* Vol. 3, No. 1 (Winter 1988):6-16. [UBC: H 97 P654]

This paper reviews the history of education royal commissions in B.C. These major studies are described against the background of prevailing political and economic conditions. Included are summaries regarding the intent and impact of recommendations by the Putman-Weir Commission, the Kidd Committee, the King Commission, the Cameron Commission, the Chant Commission, the BCTF Commission and the Bremer Commission. The authors observe that public opinion influences whether a commission's recommendations are legitimatized or discarded.

BRUNEAU, W.A. "Conflict, Confrontation and Compromise." *B.C. Teacher* Vol. 57 (May-June 1978):178-181. [UBC: L11 B7]

Discusses 1917-19 events leading up to the formation of the BCTF in 1920, and its history of dissent in the '20s and '30s over working conditions. The paper focuses on the role of the general secretaries: Harry Charlesworth (1920-44) and Charles D. Ovans (1944-73). Also described are struggles within the BCTF to determine its aims and structure, tensions between rural members and those concentrated in Vancouver and Victoria, and the BCTF's gradual politicization.

COTTINGHAM, Mollie E. "Growing Pains: The Story of the Growth of Education in a Booming Province." *British Columbia Parent-Teacher* Vol. 24, No.1 (October-November 1957):4-5,12-13. [Provincial Archives File: NWp 971.58 C848g]

A description of the evolving school system from the first school established by the Hudson's Bay Company to the teacher shortages of the 1950s.

DOWNEY, L.W. "The Aid-To-Independent Schools Movement in British Columbia." *Schools in the West*, pp. 305-323. Edited by Nancy M. Sheehan, J. Donald Wilson and David C. Jones. Calgary: Detselig Enterprises Limited, 1986. [UBC: LA 411 S36]

Sets out the history of the successful independent schools' lobby to gain provincial government recognition and financial support. Their bid for support began in 1932 with a request for exemption of their school properties from municipal taxation — finally granted in 1957. Free textbooks were allowed in 1951, with the government insisting that this concession was to the individual students and not to the schools. Health and dental services came the same year after the Community Chest withdrew support. The author documents other issues and strategies leading up to the enactment of the Independent Schools Act in 1977 (Bill 33).

FLEMING, Thomas. "In the Imperial Age and After: Patterns of British Columbia School Leadership and the Institution of the Superintendency, 1849-1988." *B.C. Studies* 81 (Spring 1989):50-76. [UBC: FC 3801 B18 S88]

The author examines the institution of the superintendency within the larger structure of the province's educational bureaucracy. He offers insights into how the central governing authority dominated the schooling enterprise throughout B.C. The replication of British colonial administration practices in educational administration is demonstrated. This study is divided into three periods: The Imperial Age of School Administration 1849-1958, The Decline of the Educational Raj 1958-1980, and The Technocratic Restoration of the 1980s.

FLEMING, Thomas. "Our Boys in the Field: School Inspectors, Superintendents, and the Changing Character of School Leadership in British Columbia." *Schools in the West*, pp. 285-303. Edited by Nancy M. Sheehan, J. Donald Wilson and David C. Jones. Calgary: Detselig Enterprises Limited, 1986. [UBC: LA 411 S36]

The article outlines how the nature of the superintendent's job changed according to the needs of a growing bureaucracy and with the advent of public insistence on local school board control. It begins at Confederation and ends with the enabling legislation of 1973 which permitted local hiring of superintendents by school districts. The author discusses the existence of a recognized career track for those who aspired to inspector/superintendent positions. Superintendents' responsibilities increased as schools became more complex, as teachers became interested in developing their profession, and as the educational enterprise demanded a more liberal and democratic style of leadership.

JOHNSON, F. Henry. "1858-1958: A Century of Progress." *Journal of Education of the Faculty of Education* (UBC) 3 (March 1979):12-25. [UBC: L 11 J75]

A detailed description of education-system development in B.C. covering colonial beginnings, establishment of the non-sectarian system, extension of access to public education, and improvements to the curriculum and local administration.

ROBINSON, Alexander. "History of Education." *Canada and Its Provinces: A History of the Canadian People and Their Institutions by One Hundred Associates*, pp. 401-442. Edited by Adam Shortt and Arthur G. Doughty. Toronto: Edinburgh University Press for the Publishers' Association of Canada Limited, 1913. [UBC: FC 51 S56]

This article is contained in Volume XXII of the series

entitled "The Pacific Province". It describes education in what is now B.C. from the colonial period, and highlights such milestones as the 1908 adoption of a free textbook system in elementary schools. Includes enrolment data and gross expenditures.

SAUNDERS, Ivan J. "A Survey of B.C. School Architecture to 1930." *Research Bulletin* (Parks Canada), No. 225 (November 1984):1-28. [UBC: FC 65 R474 B8]

School architecture is inventoried in a historical context, with concentration on the purposes and methods of construction of pre-1930 buildings. The author describes the development of the British Columbia school system between 1849 and 1971, the public schools between 1872 and 1888 and the major construction period from 1888 to 1930. Sources and photographs are appended.

SUTHERLAND, Neil. "Everyone Seemed Happy in Those Days: The Culture of Childhood in Vancouver Between the 1920s and the 1960s." *History of Education Review* Vol. 15 (1986):37-51. [UBC: LA 2101 H478]

The author explores the meaning of the culture of childhood as played out in schoolyards, drawing from psychological, sociological and psychoanalytic literature about children. A descriptive approach presents the ways children found their place in that culture and how they felt about learning how to get along with each other and the rest of the world. The focus is on the recollections of adults born between 1910 and 1950.

SUTHERLAND, Neil. "Listening to the Winds of Childhood: The Role of Memory in the History of Childhood." *Canadian History of Education Association Bulletin* Vol. 5, No. 1 (February 1988):5-32. [UBC: LA 411 C3534]

Describes the technique of using memory to reconstruct the culture of childhood. Consideration is given to the methods of child-rearing used by parents and how children functioned in their homes, classrooms, neighbourhoods and playgrounds. Adult memories provide factual information which can be corroborated by artifacts like old toys and games, by family records, and by the reports of home and school visitors such as nurses, inspectors, social workers and truant officers. B.C.urban and rural examples are taken from Vancouver and from the Peace River District to provide a rural perspective on childhood.

SUTHERLAND, Neil. "One, Two, Three Alary: Vancouver School Grounds Between the 1920s and the 1960s." *British Columbia Historical News* Vol. 22, No. 2 (Spring 1989):23-24. [UBC: FC 3801 B72 H44]

This article is based on interviews conducted for the Canadian Childhood History Project. The participants were from schools in the Cedar Cottage and Kerrisdale districts of Vancouver. The author describes the formalities of everyday school life and the culture of the playground. References include the names of games and recall the language of childhood play.

SUTHERLAND, Neil. "The Triumph of Formalism: Elementary Schooling in Vancouver from the 1920s to the 1960s." *B.C. Studies* Vol. 69-70 (Spring-Summer 1986):175-210. [UBC: FC 3801 B18 S88] Also in *Vancouver Past: Essays in Social History*, pp. 175-210. Edited by R.A.J. McDonald and Jean Barman. Vancouver: UBC Press, 1986. [UBC: FC 3847.4 V353]

"Formalism" — the learning style characterized by drill and rote — fell into disrepute in the first half of the 20th century as educational theorists sought to replace it with more "progressive" approaches to learning. The author argues that, in looking past prescribed curriculum and, instead, examining actual classroom activities, one is forced to conclude that formalism survived. Thus, the school experience of the 1950s resembled closely what it had been in the 1920s. He supports this view with an analysis of elementary education in Vancouver. The school memories of about 40 former pupils contribute to the richly detailed descriptions of everyday school life during the 40-year period.

SUTHERLAND, Neil. "The Urban Child." *History of Education Quarterly* Vol. 9, No. 3 (Fall 1969):305-311. [UBC: L 11 H61]

The author argues that the urban environment has a greater impact on what and how a child learns than do teachers, administrators or curricula. To understand the history of schooling in the city, in other words, take into account what goes on outside as well as inside school walls.

VAN BRUMMELEN, Harro. "Shifting Perspectives: Early British Columbia Textbooks from 1872 to 1925." *B.C. Studies* 60 (Winter 1983-84):3-27. [UBC: FC 3801 B18 S88].

Also in *Schools in the West*, pp. 17-38. Edited by Nancy M. Sheehan, J. Donald Wilson and David C. Jones. Calgary: Detselig Enterprises Limited, 1986. [UBC: LA 411 S36]

This article traces the change from a Christianity-based authority to that of a liberal, secular view of schooling. During the 1880s and 1890s there was still emphasis on Christian references in textbooks, including passages of scripture, but fewer religious references appeared in texts at the turn of the century. By 1916, secular songs had replaced morning hymns. The author concludes that, given the reality of Canada between 1872 and 1925, textbooks and schools were the "glue" which held the country together despite poor communication and transportation, the recurring threat of U.S. annexation, and a plurality of nationalities and religions.

WALKER, Theodora Spencer. "From Log Cabin to A Streamlined School. The Story of 57 Years of Education on Quadra Island." Typeset and printed on one sheet. No publishing details available. [Provincial Archives File: NWp 971.58 W185]

The author produced this account on the occasion of the opening of Quadra Island United School, 20 September 1950, by Education Minister W.T. Straith. This particular school was the eleventh constructed on the island, the first having been erected in 1895 when the number of children warranted a school. Provincial regulations then required at least 10 students on the attendance roll with a minimum of eight in daily attendance. The article describes the major events and players and discusses the impact made by the Cameron Report.

WEISS, Gillian. "An Essential Year for the Child: The Kindergarten in British Columbia." *Schooling and Society in 20th Century British Columbia*, pp. 139-161. Edited by J. Donald Wilson and David C. Jones. Calgary: Detselig Enterprises Limited, 1980. [UBC: LA 418 B7 W547]

The history of the kindergarten is described from Friedrick Froebel's school in 1837 in Germany, to its transformation by U.S. educational reformers and eventual adoption by Ontario in 1887. Although voluntary associations in Vancouver established nursery or day-care centres, the author notes that these primarily provided care, not education. During the '60s, interest in early childhood education marked the beginning of the move to legislate province-wide kindergartens. The 1973 legislation made kindergarten mandatory for all five year olds in B.C.

WILSON, J. Donald. "The Historiography of British Columbia Educational History." *Schooling and Society in 20th Century British Columbia*, pp. 7-21. Edited by J. Donald Wilson and David C. Jones. Calgary: Detselig Enterprises Limited, 1980. [UBC: LA418 B7 W547]

This article presents an overview of B.C. educational historiography to 1980, by which time the most prolific author had been F. Henry Johnson. Writing in the traditional narrative style, his work portrays the education system as one which was always improving. Nothing else was produced on this topic until the 1976 publication of Neil Sutherland's *Children in English-Canadian Society: Framing the Twentieth-Century Consensus*, covering the period 1870-1920. Sutherland was influenced by U.S. revisionist historians Bernard Bailyn and Lawrence Cremin and, therefore, he placed education in the context of social and intellectual history. Others writing about B.C. education history were influenced by a third historiographical phase — radical revisionist historians who believe the schooling process reflects the dominant society.

WILSON, J. Donald and Jorgen Dahlie. "Negroes, Finns, Sikhs: Education and Community Experience in British Columbia." *Sounds Canadian: Languages and Cultures in Multi- Ethnic Society*, pp. 76-92. Edited by Paul M. Migus. Toronto: Peter Martin Associates Limited, 1975. [UBC: FC 104 S686]

This study examines the extent to which three ethnic groups retained their cultural and social practices. Discrimination against their children in the all-white California public school system in part prompted a group of blacks to accept Governor James Douglas's invitation to settle in B.C. The first teacher on Salt Spring Island was John C. Jones, a black. Finns sought to establish a utopian society at Sointula on Malcolm Island, and Finnish was the initial language of instruction. In the early 1900s, the provincial government established formal links with the settlement, which eventually became English-speaking. Sikh families were forbidden to immigrate until after 1918. Initial Sikh education efforts either involved fundraising for schooling in India or concentrated on the education of adult males working in B.C.

The Colonial Period: 1849 to 1871

BARMAN, Jean. "Transfer, Imposition or Consensus? The Emergence of Educational Structures in Nineteenth-Century British Columbia." *Schools in the West*, pp. 241-264. Edited by Nancy M. Sheehan, J. Donald Wilson and David C. Jones. Calgary: Detselig Enterprises Limited, 1986. [UBC: LA 411 S36]

This article describes the transformation of the school system between 1849 and 1886 in B.C. What began as a denominational and class-segregated school structure eventually became non-sectarian and free to all children. This change in form of schooling reflected the demographic changes, the province's distinctive character, and rising expectations. The author suggests that, with B.C.'s entry into Confederation, a British-colonial ethos in schooling gave way to a more Ontarian outlook. She identifies three stages in this development: 1849 to the early 1860s (English-style schools separated by religion and class), 1861 to 1871 (public dissatisfaction with the fee-based denominational system), and 1872 to 1886 (emergence of free, non-sectarian schooling despite various religious interests who sought to dominate the system).

CALAM, John. "Becoming a Teacher: Some Historical Perspectives." *The Alberta Journal of Educational Research* Vol. XXVII, No. 3 (September 1981):272-284. [UBC: L 11 A47]

The author outlines the concepts and styles of teaching associated with the cultural backgrounds of three 19th-century B.C. teachers: the Rev. Robert John Staines, Father Honore Timothy Lempfrit, O.M.I., and John Jessop. The author analyses the effect on B.C. education of competing ideologies and theories.

JOHNSON, F. Henry. "The Ryersonian Influence on the Public School System of British Columbia." *B.C. Studies* 10 (Summer 1971):26-34. [UBC: FC 3801 B18 S88]. Also in *Shaping the Schools of the Canadian West*, pp. 236-256. Edited by D.C. Jones, N.M. Sheehan and R.M. Stamp. Calgary: Detselig Enterprises Limited, 1979. [UBC: LA 411 S53]

The author presents the thesis that the system of public education established in B.C. was brought from Ontario by the province's first Provincial Superintendent of Education, John Jessop. He gives evidence that the Public School Act of 1872 was modelled on Egerton Ryerson's school legislation enacted in 1846 and 1871 in Ontario. Jessop requested and received copies of all Ryerson's reports and drafts of legislation. He also recruited teachers from Ontario and proposed that a normal school be established modelled after the one he attended in Ontario.

LUPUL, MANOLY R. "Education in Western Canada Before 1873." *Canadian Education: A History*, pp. 241-264. Edited by J. Donald Wilson, Robert M. Stamp and Louis-Philippe Audet. Scarborough: Prentice-Hall, 1970. [UBC: LA 411 W54]

This article traces the political and social backgrounds of schooling. Sections are devoted to educational beginnings in B.C., Vancouver Island's Common School Act of 1865 and a lengthy description of the typical pioneer school-room environment.

MacLAURIN, D.L. "Education Before the Gold Rush." *British Columbia Historical Quarterly* Vol. 2, No.4 (October 1938):247-263.

Drawing from B.C. archival records, the author profiles the first decade of educational enterprise which began with R.J. Staines' arrival at Fort Victoria in 1849. Excerpts from personal correspondence and minutes of the meetings of the Council of Vancouver Island provide most of the administrative details. Edward Cridge's first report on schools in the colony, filed in 1856, is reproduced. Sections on the Victoria School and Craigflower School include comments on the subjects taught and assessments of pupil performance.

SLATER, G. Hollis. "Rev. Robert John Staines: Pioneer Priest, Pedagogue and Political Agitator." *British Columbia Historical Quarterly* Vol. 14, No.4 (October 1950):187-240. [UBC: FC 3801 B75 H59]

Staines accepted the post of chaplain and schoolmaster at Fort Victoria. However, one of the first pupils, son of the Chief Factor, described Mrs. Staines as the driving force in keeping the school going. Her talents included the ability to teach music, French, Italian and German. Thanks to the opening of the Hudson's Bay Company

Archives to the public, detailed information was brought to light about Staines' career prior to accepting his post. Correspondence is quoted extensively about the conduct of the school and Staines' negotiations with the company for remuneration.

SPRAGGE, George W. "An Early Letter From Victoria, V.I." *Canadian Historical Review* 29 (1948):54-56. [UBC: FC1 C27]

In this short biography of the province's first Superintendent of Education, John Jessop, the author reproduces a transcript of a letter written by Jessop to Egerton Ryerson on August 16, 1861. Jessop requests supplies of maps, charts and equipment for his Central School. He indicates his plan to establish a non-sectarian common school system "and place myself at the head of the common schools of Victoria and Vancouver Island." Ryerson had established an "Educational Depository" where supplies could be ordered by recognized schools at a 50% discount. No record has been found to show whether an order was ever filled.

Late 19th Century and Early 20th Century: 1872 to 1918

BANFIELD, John J. "Growth and Progress of the Public School System in Vancouver, Including a Brief Sketch of the Early School History." *Vancouver Board of School Trustees Annual Report* (1903): 5-19. [UBC: HR L 223 V35 A2]

This article covers the 30-year period from the establishment of the Hastings Mill School, which opened in "The Granville School District" on February 12, 1873. The district name was changed to Vancouver on November 4, 1886. The author gives a year-by-year detailed description of names of teachers and class sizes, buildings, calculations of per student costs and overall expenditures.

BARMAN, Jean. "A Tradition Emerges." *A History of British Columbia*, pp. 191-217. Edited by Patricia E. Roy. Toronto: Copp Clark Pitman Ltd., 1989. [UBC: FC 3811 H58]

Although British Columbians had become part of Canada — in spirit as well as in fact — by 1900, the author contends that the ensuing influx of British settlers before WW I had revived certain British traditions. Prominent among these was a penchant for schools designed to maintain and perpetuate a rigid social class structure.

BLACK, Norman Fergus. "Rural School Problems." *The B.C. Teacher* (June 1924):225-227. [UBC: L11 B7]

Appearing before publication of the Putman-Weir Report in 1925, this article describes the surveys to date. Examples of varying mill rates for school taxation are given along with Black's suggestions for improving the management of rural schools.

BURNS, R.E. "William Burns, Principal — Vancouver Normal School 1901-1920". *B.C. Historical News* Vol. 19, No. 4 (1986):5-8. [Provincial Archives File: NW 971K B115]

The first normal school was opened 9 January 1901 in the Vancouver High School building. At the outset, Alexander Robinson planned to run the school in addition to his duties as superintendent. When that became impractical, William Burns, an inspector of schools since 1892, was brought in from Nelson to head the school. The author discusses the administrative problems Burns faced in addition to his teaching load, and the rivalry with the Victoria Normal School after it opened in 1915. Also discussed are Burns's problems with the directives from Robinson who overruled Burns's decisions and frequently changed the rules for admission to the normal school without consulting the principal.

CALAM, John. "Culture and Credentials: A Note on Late Nineteenth Century Teacher Certification in British Columbia." *B.C. Historical News* Vol. XIV, No. 1 (Fall 1980):12-15. [UBC: FC 3801 B72 H44]

This article relates the qualification standards first set for B.C. teachers in the 1872 Act, including a sample examination used to classify teachers (1st, 2nd or 3rd class). The author cites the differences in questions set for men and for women. Much of the differentiation had to do with prevailing

opinion on which sex was more appropriate to teach which grade level. Calam notes that the early held notion that women should teach elementary pupils has persisted.

CALAM, John. "Teaching the Teachers: Establishment and Early Years of the B.C. Provincial Normal Schools." *Schools in the West*, pp. 75-97. Edited by Nancy M. Sheehan, J. Donald Wilson and David C. Jones. Calgary: Detselig Enterprises Limited, 1986. [UBC: LA 411 S36]. Also published in *B.C. Studies* 61 (Spring 1984) [UBC: FC 3801 B18 S88]

This article discusses the political events leading to the opening of the province's first normal school in Vancouver in 1901, together with curriculum offerings and philosophies of education. It covers the careers of the two normal school principals — William Burns in Vancouver and D.L. MacLaurin in Victoria. (Victoria's normal school opened in 1915, with similar admission, examination and certification requirements to Vancouver's.) The Putman-Weir survey comments and recommendations concerning normal schools are presented and discussed.

DUNN, Timothy A. "The Rise of Mass Public Schooling in British Columbia 1900 - 1929." *Schooling and Society in 20th Century British Columbia*, pp. 23-51. Edited by J. Donald Wilson and David C. Jones. Calgary: Detselig Enterprises Limited, 1980. [UBC: LA 418 B7 W547]

The author outlines efforts by educational reformers in the first three decades of this century to create an efficient school system to prepare children for "citizenship in an increasingly complex society". This required enactment of compulsory attendance laws to ensure regular attendance, increased provincial expenditure on education to upgrade school equipment, and establishment of normal schools to ensure adequate training for teachers. By 1929, these reforms had been accomplished along with achievement of a curriculum more in line with students' interests and aptitudes (progressivism). The author associates this educational trend with the prevailing search for order and efficiency in society.

DUNN, Timothy A. "Teaching the Meaning of Work: Vocational Education in British Columbia, 1900-1929." *Shaping the Schools of the Canadian West*, pp. 236-256. Edited by D.C. Jones, N.M. Sheehan and R.M. Stamp. Calgary: Detselig Enterprises Limited, 1979. [UBC: LA 411 S53]

This chapter challenges assumptions about education designed to shape children's occupational futures. Vocationalism was regarded as a means of saving society by improving job prospects through learning industrial skills, by increasing educational opportunity with courses that appealed to a wider range of abilities and interests, and by streaming working class youths away from academic studies. On the other hand, Dunn doubts the value of teaching specific work skills, which can be learned on the job. He views vocationalism as mainly an instrument of socialization, with emphasis on work discipline and citizenship training.

H.C.A. "Our Educational System." *The Daily Colonist*, Holiday Number 1887. Victoria: Ellis & Co. Publishers, 1887.

The author (identified only by intitials) briefly describes the early superintendents: Jessop (1872-78), C.C. McKenzie (1878-84) and S.D. Pope, the superintendent at the time the article was written. Data are listed from 1872 to 1886 on the number of school districts, aggregate enrolment, attendance rates and annual expenditure on education. Excerpts from the Public School Reports of 1885-86 highlight the enrolment and attendance at schools in Nanaimo, New Westminster, Victoria and Wellington. The author also traces educational development with the opening of Victoria High School in 1876, New Westminster High School in 1884 and Nanaimo High School in 1886.

JACKSON, Nancy and Jane Gaskell. "White Collar Vocationalism: The Rise of Commercial Education in Ontario and British Columbia, 1870-1920." *Curriculum Inquiry* Vol. 17, No. 2 (1987):177-201. [UBC: LB 1570 C87 T44]

This article explores how practical education was promoted in schools to serve the interests of middle-class parents and of businesses. The authors consider the influence of gender and class in shaping public education. Commercial education is examined within the context of public secondary schooling generally, and more specifically within the context of emerging vocationalism.

MATTERS, Diane L. "The Boys' Industrial School: Education for Juvenile Offenders." *Schooling and Society in 20th Century British Columbia*, pp. 53-70. Edited by J. Donald Wilson and David C. Jones. Calgary: Detselig Enterprises Limited, 1980.
[UBC: LA 418 B7 W547]

A discussion of the child-saving activities of British Columbia reformers who worked to establish the juvenile court system. The article focuses on life in the Boys' Industrial School, which was a penal institution, from its opening in 1905. The author describes daily life at the school including routines, punishments and living conditions. Matters notes that the training offered varied according to the labour requirements of the school and could involve land clearing or digging sewer lines. With WW I, when many instructors enlisted, the facility deteriorated so badly that, by 1919, it was no longer fit for use. The author concludes that the institution "had a very limited impact on developments in the field of modern treatment of the juvenile offender".

STAMP, Robert M. "Evolving Patterns of Education: English Canada From the 1870s to 1914." *Canadian Education: A History*, pp. 241-264. Edited by J. Donald Wilson, Robert M. Stamp and Louis-Philippe Audet. Scarborough: Prentice-Hall, 1970.

An overview of developments in education administration. The B.C. superintendent had more power than his counterparts elsewhere in Canada. The career of John Jessop is outlined, with mention of his establishment of a public residential boarding school at Cache Creek to serve the scattered population of the Interior. Problems associated with running the co-educational facility caused controversy that eventually led to his resignation.

WILSON, J. Donald. "Matti Kurikka: Finnish-Canadian Intellectual." *B.C. Studies* No. 20 (Winter 1973-74):50-65. [UBC: FC 3801 B18 S88]

The Finnish settlement at Sointula was an experiment in communal living based on Christian socialism. Apart from formal schooling, it was held by the community that everything going on in the communal nursery was to be a "school of life". Through an agreement negotiated with the provincial government in 1901, it was arranged that the children's schooling would be provided in English by the government. The school eventually opened in 1904, when English finally replaced Finnish as the language of instruction.

The Interwar Years: 1919 to 1939

BARMAN, Jean. "Growing up British in British Columbia: The Vernon Preparatory School, 1914-1946." *Schooling and Society in 20th Century British Columbia*, pp. 119-138. Edited by J. Donald Wilson and David C. Jones. [UBC: LA 418 B7 W547]

The author examines the ethnicity of British immigrants and their efforts to maintain a separate cultural identity within B.C. She uses as an example the Vernon Preparatory School, which she describes as "a planned community consciously designed to attract British immigrants of a particular social background". Events of school life and routines are constructed from the sermons given by the school founder, Reverend Mackie, from the Mackie family records and scrapbooks, and from recollections of former students. None of the administrative records have survived.

BARMAN, Jean. " 'Knowledge is Essential for Universal Progress but Fatal to Class Privilege' : Working People and the Schools in Vancouver During the 1920s." *Labour/Le Travail*. Vol. 22 (Fall 1988):9-66.

This essay delves into the 1920s shift of emphasis from work to schooling for urban, working-class children in Vancouver. It examines the education of these children and explores the special case of the East End. Many children in this district felt alienated by a school experience that was foreign to their own ethnic backgrounds. The Putman-Weir Report (1925) helped them get more readable textbooks and meaningful courses of study. Education was regarded as a liberating vehicle by working-class families. The article shows how parents' expectations of advancement for their

children through education led to social reform in the schools. The establishment of technical training is used to illustrate this working-class influence.

BESCOBY, Isabel. "Outpost Education in British Columbia." Typewritten transcript of a radio broadcast on Station CRCV, Vancouver: 5 February 1935. [Provincial Archives File: ADD.MSS 2585]

This is a transcript of a talk given by the Director of the Elementary Correspondence School. Bescoby begins with a discussion of the origins of correspondence education in the province in 1919. The experience of studying "through the mails" is portrayed by quoting from the student participants' comments.

CHILD, Alan H. "A Little Tempest: Public Reaction to the Formation of a Large Educational Unit in the Peace River District of British Columbia." *B.C. Studies* No. 16 (Winter 1972-73):57-70. [UBC: FC 3801 B18 S88] [Provincial Archives File: NW 971k B119 No. 16]

Beginning in 1934, 37 of the 60 school districts in the Peace River district became a single administrative unit. The aims were to guarantee a more equitable taxation for land owners, to see that schools were more evenly funded, to offer better security to teachers, and to ensure that trustees were well enough qualified. School Inspector W.A. Plenderleith scoffed that opponents of the plan either lived outside the region, hadn't paid their taxes or were not on the voter's list. Eventually the taxpayers voted in favour of the larger unit. The author quotes from correspondence and from Plenderleith's doctoral thesis on the subject.

JONES, David C. "'All Us Common People' and Education in the Depression." *Canadian Journal of Education* Vol. 5, No. 4 (1980):41-56. [SFU: Periodicals]

The Kidd Report (1932) recommended drastic cutbacks in educational spending, which offended the many people who saw education as the key to self improvement in a democratic society. The author argues that important features of society in the Depression were revealed by that report and by public response to it. The article considers social class and school relationships, the ideal of democracy, and the role of the school during the Depression.

JONES, David C. "The Strategy of Rural Enlightenment: Consolidation in Chilliwack, B.C., 1919-20." *Shaping the Schools of the Canadian West*, pp. 136-149. Edited by D.C. Jones, N.M. Sheehan and R.M. Stamp. Calgary: Detselig Enterprises Limited, 1979. [UBC: LA 411 S53]

At a time when rural populations were declining, John Wesley Gibson attempted to return a morally bankrupt society to simple values through a B.C. school agricultural program. As B.C.'s director of elementary agricultural education, his goal was to establish a system of rural specialists attracting people back to the countryside. School consolidation became important to this cause because it meant better schools and courses could be offered to pupils in rural areas. Jones blames the failure of the program on the hardships of rural life. What the "common people" wanted was to progress — to give their children options, not duplicate the lives they themselves led.

JONES, David C. "Creating Rural Minded Teachers: The British Columbian Experience, 1914-1924." *Shaping the Schools of the Canadian West*, pp. 156-176. Edited by D.C. Jones, N.M. Sheehan and R.M. Stamp. Calgary: Detselig Enterprises Limited, 1979. [UBC: LA 411 S53]

Reasons for the failure of agricultural education are discussed. These include poor teacher preparation and lack of interest in attending summer school to learn agricultural skills. The author also mentions the impracticality of maintaining livestock and gardens in addition to a regular school schedule throughout the year — often in harsh climate conditions. While J.W. Gibson was committed to the spiritual value of agricultural education, the students and parents valued other educational alternatives.

JONES, David C. " 'We Cannot Allow It to be Run by Those Who do not Understand Education' - Agricultural Schooling in the Twenties." *B.C. Studies* 39 (Autumn 1978) :30-60. [UBC: FC 3801 B18 S88]

The article deals with J.W. Gibson's attempts to reverse the population flow from rural to urban areas through a school agricultural program, and focuses on the role played by fall fairs. Gibson's program was cancelled on New Year's Day, 1925.

JONES, David C. "The Zeitgeist of Western Settlement: Education and the Myth of the Land." *Schooling and Society in 20th Century British Columbia*, pp. 71-89. Edited by J. Donald Wilson and David C. Jones. Calgary: Detselig Enterprises Limited, 1980. [UBC: LA 418 B7 W547]

This article identifies a "pervasive spirit of the times" afoot in Canada before WW I when large numbers of settlers were attracted to the West. The author argues that this spirit was the result of such forces as the public health movement, the rural life movement, the social gospel movement and the school expansion movement. The notion that it was possible to prosper and thrive by working the land was touted in promotional literature put out by the railroads, boosterism in local newspapers, real estate agents' land speculation and the literature and music of the times. The bubble burst when drought and economic depression caused people to abandon homesteads.

MANN, Jean. "G.M. Weir and H.B. King: Progressive Education or Education for the Progressive State." *Schooling and Society in 20th Century British Columbia*, pp. 91-118. Edited by J. Donald Wilson and David C. Jones. Calgary: Detselig Enterprises Limited, 1980. [UBC: LA 418 B7 W547]

Revisionist history has caused a re-evaluation of the influence of the "new" education. The latter now is recognized as a many-faceted movement, not one revolving exclusively around child-centredness and individual worth. According to this article the opposing educational philosophies of "progressivism" and "back to basics" seem to alternate — coming into prominence every other decade. However, each wave of progressivism differs according to the time, place and prevailing political and social conditions. The author argues that professional educators such as Weir and King steered the progressive movement and determined its goals to be achieved in their era.

PATTERSON, Robert S. "The Canadian Response to Progressive Education." *Essays on Canadian Education*, Chapter 4. Edited by N. Kach et al. Calgary: Detselig Enterprises Limited, 1986.

Patterson contends that what "progressivism" meant in Canada during the '30s and '40s was a move from rote and subject-specific learning to an emphasis on character development and good citizenship. Impetus for reform came from health promoters and child welfare advocates who sought to improve conditions for children through the education system. Although the Dalton Plan in 1924 marked early efforts to institute progressivism, the author singles out the Putman-Weir Report of 1925 as the most important indication of provincial commitment to such reform in Canada. Following the 1929 crash and into the early '30s, Canadians looked to "new" education to cure social and economic ills.

PATTERSON, Robert S. "Society and Education During the Wars and Their Interlude: 1914-1945." *Canadian Education: A History*, pp. 241-264. Edited by J. Donald Wilson, Robert M. Stamp and Louis-Philippe Audet. Scarborough: Prentice-Hall, 1970.

The article discusses the impact of war on educational opportunities, citing as B.C. examples the initiation of correspondence schools in 1919, the experimental program in music appreciation begun in 1936 in the Okanagan Valley and the Chautauquas. The impact of the Putman-Weir survey is analysed in the context of the progressive education movement.

SALE, T.D. "One Room Schools of Fifty Years Ago." *British Columbia Historical News* Vol 14, No. 1 (Fall 1980):16-17. [UBC: FC 3801 B72 H44]

The author paints a vivid picture of one-room schools located in the Williams Lake area about 1929. At that time, a minimum of eight pupils constituted a school, with an average monthly attendance of no less than six in order to keep a school in operation. Log house construction was used. The author describes typical schoolroom furnishings and sketches teachers' conditions of service. Most one-room schools closed after 1945 when the Cameron Commission called for consolidation of school districts.

WILSON, J. Donald. "I Am Here to Help if You Need Me: British Columbia Rural Teachers' Welfare Officer, 1928-1934." *Journal of Canadian Studies* Vol. 25, No. 2 (Summer 1990). [UBC: F 5001 J6]

This article describes the repercussions of a teacher's suicide at Cowichan Lake in 1928. The board was immediately fired and replaced by a trustee. Education Minister Hinchliffe launched an investigation into the conditions affecting

teachers' lives in rural and assisted schools. He then appointed Lottie Bowron as Rural Teachers' Welfare Officer to respond to young female teachers facing unsatisfactory working conditions. Examples indicate Bowron's work mainly involved resolving unpleasant disagreements rather than making substantive improvements to the lot of teacher. The post was abolished on 1 April 1934.

WILSON, J. Donald and Paul J. Stortz. "May the Lord Have Mercy on You: The Rural School Problem in British Columbia in the 1920s." *B.C. Studies* (Winter 1988-1989) [UBC: FC 3801 B18 S88]

A detailed discussion of the life and teaching conditions faced by new teachers who were typically given rural schools as first assignments. The Department of Education's proposed policy solutions to their problems are described and analysed. The study concludes that administrators were getting the wrong impression of rural conditions because they relied primarily on inspectors' reports, which tended to be overly positive as they were written with promotion out of the field in mind. Moreover, policies designed to achieve rural school reform were either implemented too slowly or not at all. First-hand accounts are excerpted from teachers' correspondence, inspectors' reports and Teachers' Bureau records.

WILSON, J. Donald. "The Visions of Ordinary Participants: Teachers' Views of Rural Schooling in British Columbia in the 1920s." *A History of British Columbia*, pp. 239-255. Edited by Patricia E. Roy. Toronto: Copp Clark Pitman Ltd., 1989. [UBC: FC 3811 H58]

This article is based on an analysis of questionnaires completed by rural teachers, more than half of whom were in remote areas, in 1923 and 1928. The questionnaires were sent at the request of the Department of Education. The article focuses on classroom conditions and how teachers (mostly recruited from cities) reacted to the rural experience. Gives many examples of teachers' problems with their communities and with the central authorities in Victoria.

1940 to 1959

CALAM, John. "The Rural School Bus." *The B.C. Teacher* (April 1955):321-322. [UBC: L11 B7]

This somewhat whimsical account notes that bus schedules made detentions impossible. The author suggests ways to alleviate children's fatigue and other problems associated with long journeys, winter conditions and rowdy behaviour.

CALAM, John. "Welcome the Student Teacher." *The B.C. Teacher* (September-October 1961):46-47. [UBC: L11 B7]

This early '60s perspective offers suggestions for making a practicum enjoyable and productive, including ways the host teacher could help fledgling teachers. It describes briefly the structure and operation of schools.

ENGLISH, J.F.K. "An Evaluation of the Reorganized System of Local School Administration in British Columbia." *Canadian Education* Vol. 11, No.3 (June 1956):18-32. [UBC: L11 C27]

This article is the abstract of the author's Ed.D. thesis at the Ontario College of Education. It appraises the effects of 1934-44 reorganization from the perspective of a decade later. It also describes the administrative practices adopted for larger units, changes in the educational program, supervision of instruction and changes affecting teaching conditions.

LEVIRS, F.P. "Concepts of Supervision." *Education Bulletin of the Faculty and College of Education* No. 2 (March 1958):69-75. [UBC: L11 J75]

Levirs offers a concept of supervisory authority and responsibility. Noting that supervision is designed to improve teaching methods, he differentiates between the "helping" and evaluative aspects of supervision. He points out swings in fashion of "progressive" versus "traditional" education styles and states that the lore surrounding each is apocryphal.

LEVIRS, F.P. "Elementary Education in British Columbia." *UBC Alumni Chronicle* Vol. 10, No.1 (Spring 1956):14-15. [UBC: LH 3 B7 A6]

This article deals with the elementary grade system and time allotments in the curriculum. It outlines curriculum and standards.

LEVIRS, F.P. "Secondary Education in British Columbia." *UBC Alumni Chronicle* Vol. 10, No. 2 (Summer 1956):14-15. [UBC: LH 3 B7 A6]

Junior and senior high schools are briefly defined and described, including "major" studies, alternative courses, promotion policy, standards and counselling.

PLENDERLEITH, W.A. "Education in British Columbia — General Aspects." *UBC Alumni Chronicle* 9:4 (Winter 1955):14-15. [UBC: LH 3 B7 A6]

The author offers a synopsis of public education in B.C. touching on historical background, public expectations, latest re-organization of the Department of Education, standards for school buildings, methods of teacher recruitment, curriculum development, correspondence education and community programs.

PLENDERLEITH, W.A., compiler. "Three Papers on the Freedomite Problem." Typescript, 1950. [UBC: HR BX 7433 T497 1950]

Entitled "The Freedomite Problem and Its Relationship to Public Education", the paper by Plenderleith (Co-ordinator of Special Services in the Department of Education) outlines Doukhobor emigration from czarist Russia to the Canadian prairies, and to B.C. in 1908. The essay attempts to explain why the Sons of Freedom sect was anti-social and why education was particularly objectionable to them, consistent with their refusal to pay property taxes, register vital statistics or vote. Government action against them in September 1953 resulted in their children being placed in a residential school at New Denver as wards of the province. The other two papers record the history of that school. Nelson Allen, Superintendent of Schools, wrote "The Canadianization of the Freedomite Children", relating how initial hostile behaviour and vandalism gave way to assimilation into Canadian society. Allen underlines the personal work and devotion of school principal John Clarkson, as does the third paper, "Statement Re: The Work of Mr. John Clarkson" by Education Deputy Minister J.F.K. English.

STEVENSON, Hugh A. "Developing Public Education in Post-War Canada to 1960". *Canadian Education: A History*, pp. 386-415. Edited by J. Donald Wilson, Robert M. Stamp and Louis-Philippe Audet. Scarborough: Prentice-Hall, 1970.

The author comments on Canada-wide concern after WW II for examining educational objectives. There was a push to create more and better trained workers for industry and also to transmit the democratic values upheld in the war effort. Public sentiment favoured practical, useful training and balked at "liberal" education. Stevenson describes Canadian education of the '50s and trends in curriculum and instruction. B.C. adoption of a "continuous progress" policy is discussed, as well as the influence of the Chant Report.

1960 to 1989

BRUNEAU, W.A. "Is the Government Competent to Make Education Policy?" *B.C. Teacher* Vol. 66, No. 3 (May-June 1987):9-11. [UBC: L11 B7]

The meaning of competency is discussed according to five criteria: extensive knowledge of public education, a clear idea of the goals and purposes of public education, solid understanding of B.C. society, ability to put the present into historical perspective, and ability to anticipate consequences. Applying these criteria to the work of John Sullivan's Royal Commission on Education (1987-88) and enactment of the Teaching Profession Act (Bill 20), the author concludes that both the government and the commission were incompetent.

BRUNEAU, W.A. "What's So New About CORE and PLAP?" *B.C. Teacher* Vol. 56 (1977):156-8. [UBC: L11 B7]

The author assesses the Ministry of Education's proposed introduction of a curriculum designed to cover essential knowledge useful in later life (CORE) and the Provincial Learning Assessment Program (PLAP) in 1977. Mention is made of past attempts to establish a core curriculum in B.C., twice during the '20s, during the Depression and post-WW II period and, again, as a result of the 1960 Chant Report. The kinds of changes envisaged for the "new" curriculum are described along with BCTF criticism of the proposals.

BRUNEAU, W.A. "The Origins and Growth of the Association for Values Education and Research (AVER)." *Moral Education Forum* Vol. 2, No.4 (September 1977):5-8, 16. [UBC: LC 251 M68 E38]

Emerging from an interdisciplinary group, the purpose of AVER was to examine the role of human reasoning about values and of choices in decision-making. Its first projects involved the study of moral-discussion characteristics in Vancouver elementary schools and the development of a computer-based bibliography on moral education. Its struggle to maintain funding from government departments, agencies and companies is detailed and an assessment of its achievements to 1977 are assessed.

DAILLY, Hon Eileen. "The Public School System: Directions for Change." Speech tabled in the Legislature. *Department of Education*, (1974). [UBC: L 222 B7 B3]

Outlines the governing New Democratic Party's policy with respect to the educational role of the public school system. This statement by the minister advocated changes in organization and administration, the delegation of authority and responsibility, the curriculum, and access to education.

FLEMING, Thomas. "Accountability: A Mixed Blessing for Educators." *Canadian College of Teachers* Vol. 21, No. 1 (November 1978):47-51.

The author discusses the growing public demand by the late 1970s to know how schools were performing and how expanding education budgets were being used. Fleming notes that teaching effectiveness is difficult to quantify, particularly when important variables such as the socioeconomic status of students are beyond teachers' control. He suggests that fairer strategies are needed to measure accountability. Administrative accountability and realistic goal-setting involving community participation at the district level are put forward as possibilities to be explored.

FLEMING, Thomas. "Restraint, Reform and Reallocation: A Brief Analysis of Government Policies on Public Schooling in British Columbia — 1981 to 1984." *Education Canada* Vol. 25, No. 1 (Spring 1985):4-11. [UBC: L 11 C28]

This article describes the return to ideological conservatism in educational policy-making in the early '80s. Following announcement of the provincial government's restraint program on 18 February 1982, school boards were permitted to close schools for brief periods to prevent budget overruns. The government could also control teachers' salaries and spending levels for local districts. The author describes the effects of restraint from 1982 to 1984 and ponders possible future directions for managing educational finance.

KEHOE, John and W.A. Bruneau. "The Values School Movement in Surrey, British Columbia." *Moral Education Forum*, Vol. 1 (Autumn 1976):5-8. [UBC: LC 251 M68 E38]

The belief that parents have the right to control their children's schooling prompted emergence of "values schools" in Canada. This B.C. case study focuses on a new set of issues in education, namely the political, curricular, philosophical, social and legal aspects of such schools.

MORGAN, Margaret T. and Norm Robinson. "The Back to the Basics Movement in Education." *Canadian Journal of Education* Vol. 1, No. 2 (1976):1-12. [SFU: Periodicals]

The article outlines the concerns, ideology and assumed role and collective actions of the Genuine Education Movement (GEM) which emerged in Vancouver in 1974. The authors contend that it arose in reaction to The Electors' Action Movement (TEAM), a civic political party that won eight of nine seats on the Vancouver School Board in 1972. The board's decision to suppress English scholarship examination results showing a 27% failure rate in Vancouver schools caused concerned educationalists to hold a meeting which resulted in the creation of GEM.

PEDERSEN, K. George and Thomas Fleming. "Education Under Siege: Academic Freedom and the Cult of Efficiency". *Journal of Business Administration* Vol. 14 (1983/1984):13-40. [UBC: HF 5547 A2 J68]

This examines the political and educational developments leading to the introduction of contentious legislation in B.C. at the beginning of the '80s. These proposals involved the threats of reduced educational spending, increasingly centralized policy- and decision-making with the Ministry of Education, and the removal of tenure for university professors. Concerned about a perceived "undermining of the educational

enterprise", the authors trace a cyclical antipathy towards education surfacing from such incidents as the defeat of Amor de Cosmos' proposal to establish the first public school in 1862 and the 1932 Kidd Commission's report, which advocated Draconian cutbacks. The authors find concerns with education costs have surfaced in every decade.

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